



**THE EFFECTIVENESS OF A PREMARITAL EDUCATION  
PROGRAM ON SINGLE U.S. ARMY SOLDIERS:  
PREMARITAL INTERPERSONAL CHOICES AND KNOWLEDGE  
(P.I.C.K.) PROGRAM**

**FINAL REPORT  
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## I. EXECUTIVE SUMMARY

**Background.** Research has demonstrated that soldier retention rates, overall satisfaction with military life, and healthy coping methods are all affected by the soldier's marital and family life satisfaction. Still, marital conflict, in general, and domestic violence, more specifically, tends to be prevalent among military families. Since 1999, the Building Strong and Ready Families (BSRF) program has provided soldiers and their spouses with skills on how to reduce conflict, strengthen connection, and improve confidence in their relationships. While all of these skills are necessary and vital to the happiness of Army families, individuals who are single or single-again are left with little guidance. Therefore it is imperative that Army soldiers are offered preventative educational programs that teach healthy relationship skills in order to prevent unhealthy marriages and support military families. Because of B.S.R.F.'s success and increased awareness of the correlation between healthy relationships and unit readiness, commanders asked chaplains for a similar program to address single soldier relationships.

**The Program.** The Premarital Interpersonal Choices and Knowledge (P.I.C.K.) Program presents a practical, easy-to-understand, and comprehensive overview of the crucial areas to explore in a dating relationship within the framework of a conceptual model of the bonding forces that produce the feelings of love and attachment. Based on findings from the extensive body of marriage and relationship research, the goals of this premarital program are two fold: First, to explore the crucial areas that predict marital satisfaction by describing the major areas of a potential mate that should be considered and explored during the dating relationship. Second, to teach singles how to pace a growing attachment by providing a conceptual model of the attaching forces which create feelings of closeness and cohesion in a relationship, explaining the necessity of balancing these forces, and finally by applying this model to the concept of intentional pacing of a relationship by enforcing boundaries.

**Evaluation Approach.** The P.I.C.K. Program is offered as a compliment to existing well-being programs accessible in the Army that do not specifically address relationship stability for single soldiers. This evaluation of the P.I.C.K. Program examined changes in participants' knowledge and attitudes about relationship development and marriage as a result of participation. Four United States Army training centers were identified as pilot sites for this program: Fort Jackson (SC), Defense Language Institute (CA), West Point Military Academy (NY), and Fort Benning (GA). Army Family Life Chaplains agreed to be trained in the program and deliver the program to soldiers at their respective training centers. At the conclusion of each program, participants completed a retrospective pre-post questionnaire to document changes in knowledge and attitudes about dating and marital relationships. As well, single soldiers not participating in the program were recruited and voluntarily completed a similar survey to serve as a comparison to program participants' retrospective pretest responses.

**The Participants.** By the conclusion of the project, a total of 272 single soldiers ( $n = 123$  program participants) from two of the four training centers (Fort Jackson and Defense Language Institute) completed a survey. The current sample of single soldiers consisted of 55.9% females and 60.9% Caucasians. Respondents were on average 22.3 years old at the time of the survey, and 21.0 years old when they enlisted in the Army. Nearly all the respondents (96.7%) completed high school and 63.9% extended their education beyond high school. All respondents were currently single, 88.2%

reported they had never been married, and 48% reported that they were currently in a romantic relationship. Analyses comparing the current comparison ( $n = 149$ ) and program ( $n = 123$ ) groups showed that the soldiers in the program group were, on average, older and more likely to be females, non-white and previously married.

**Findings.** In general, program participants shared consistent attitudes and beliefs regarding mate selection and dating relationships with those in the comparison group prior to the program, with a few exceptions. At the conclusion of the P.I.C.K. Program, participants:

- may have become more critical in assessing their past relationship experiences based on what they learned about pacing a relationship during the training.
- placed greater importance on each of the five areas the program deems crucial to get to know about one's partner, or F.A.C.E.S.: Family background, Attitudes and actions of the conscience, Compatibility potential, Examples of other relationships, and Skills in relationships.
- reported less constraining beliefs that love is sufficient reason to marry, that cohabitation can strengthen one's future marriage, that opposites compliment, and that choosing a mate should be easy and that mate selection is a matter of chance or accident.
- had a stronger understanding of the importance of taking ones time during the courtship process to know their partner and whether their relationship is ready for matrimony.
- were more likely to recognize the influence of family of origin on their relationships; that changes in a relationship should be worked on prior to marriage and that those changes will be more easily accomplished before rather than after marriage; that there are definite indicators which can be identified that foreshadow what a person will be like in a marital relationship; that a prospective partner's previous relationships are important to understand because they often predict how that person will act in future relationship; and that early experiences in a premarital relationship are often misleading and only with time can a person learn what a prospective partner will really be like in marriage.
- felt more knowledgeable about developing a healthy relationship that leads to a healthy marriage and more confident in their abilities to use the skills learned to develop a healthy relationship.

Few gender or method of delivery effects were found suggesting that, overall, the program positively impacted both males and females similarly and that the method of delivery (e.g., lecture/discussion vs video/discussion; 2-day vs. 6-day) did not alter the impact of the program. Furthermore, about 98% of the program participants agreed that they planned to use the information learned, the program was helpful, and they would recommend the program to other singles.

**Conclusion.** Our preliminary findings demonstrate that educating single soldiers on how to develop healthy, romantic relationships is advantageous. Still, one question that remains unanswered is: Will single soldiers change their *behavior* as a result of participating in the P.I.C.K. Program? This type of program can be beneficial to their subsequent dating and marital satisfaction, and their satisfaction with military life. The concern that behavior does not always match expressed beliefs needs to be evaluated longitudinally to determine these long-term effects.

## II. INTRODUCTION

### PROJECT BACKGROUND

The United States Army has recently taken a vested interest in the status of their families. Research has demonstrated that soldier retention rates, overall satisfaction with military life, and healthy coping methods are all affected by the soldier's marital and family life satisfaction (Albano, 1994; Rosen & Durand, 1995; Drummet, Coleman, & Cable, 2003). Still, marital conflict, in general, and domestic violence, more specifically, tends to be prevalent among military families (White, Merrill, & Koss, 2001). Rosen, Kaminiski, Parmley, Knudson, and Fancher (2003) have found that higher marital adjustment and increases in familial support are associated with decreases in both the severity and incidence of intimate partner violence.

For the past two years, U.S. Army Chaplains evaluated the effectiveness of an early marriage education program (Building Strong and Ready Families-B.S.R.F.) for newly married soldiers and their spouses. The program's empirical data supported the tremendous value of B.S.R.F. to soldier readiness (Stanley, Markman, Saiz, Schumm, Bloomstrom, & Bailey, 2004). In addition to the findings of the B.S.R.F. research, a review of both the Department of Defense (D.O.D.) and the civilian sector research clearly attest to the value of premarital education as a factor to reducing domestic violence and increasing marital satisfaction and longevity. Because of B.S.R.F.'s success and increased awareness of the correlation between healthy relationships and unit readiness, commanders asked chaplains for a similar program to address single soldier relationships.

*"I am convinced that this training is a valuable tool in helping young soldiers make informed and balanced choices before entering relationships."*  
Michael J. Chinn, LTC, MI  
Commanding (DLI and  
Presidio of Monterey, CA)

- There are approximately 626,777 singles in the Military and 46,998 divorcees, which means that almost half of the entire Military is comprised of single individuals (Department of Defense Demographics Report, 2003).
- The duration of military postings and close proximity of single men and women, combined with the young ages of enlistees (Army Demographics, 2001), creates the prospect for sexual activity, leading to unplanned pregnancies (Hoiberg & White, 1992) as well as an active marriage market (Lundquist & Smith, 2005).
- Service men have higher rates of marriage and are more likely to divorce when compared to male civilians; in addition, military marriage benefits (e.g., off-base housing allowance, supplementary allowance for food expenses) encourage servicepersons to enter into marriages of systematically lower quality than would be acceptable in civilian life (Flueck & Zax, 1995).

*"My boyfriend and I have been dating for a year, but it has not gotten serious until about 4 months ago when we moved in together. Now I am pregnant, I think we moved too fast but on the other hand maybe we should get married just to make it right and easier. But I really don't know what to do."*  
(Non-Program Participant)

- In a sample of recently married Army Personnel, it was found that the use of marital and family therapy was much higher among those who had premarital counseling, versus those who did not, particularly when any degree of marital distress or instability was experienced (Schumm, Sillman, & Bell, 2000).

Since 1999, the Building Strong and Ready Families program has provided soldiers and their spouses with skills on how to reduce conflict, strengthen connection, and improve confidence in their relationships (Stanley et al, 2004). While all of these skills are necessary and vital to the happiness of Army families, individuals who are single or single-again are left with little guidance. Therefore it is imperative that Army soldiers are offered preventative educational programs that teach healthy relationship skills in order to prevent unhealthy marriages and support military families (Drummet, Coleman, & Cable, 2003).

## WHY RELATIONSHIP EDUCATION FOR SINGLES

The desire for the perfect marriage is alive and well in America. According to a recent survey of over one thousand 20-29 year olds, it was found that over 94% indicated they wanted to marry their soul mate (Popenoe & Whitehead, 2000). Despite the 40-50% divorce rate and a growing pessimism among teens and twenties about the chances of success in marriage, there is still an unwavering desire for the perfect marriage (Popenoe & Whitehead, 2002).

While the aspiration for a happy, lifelong marriage has not diminished throughout the years, the dating culture has significantly changed from that of the past (Popenoe & Whitehead, 2000). In our society there is little preparation or guidance when selecting a marriage partner. Singles are left to their own devices when it comes to dating relationships, which is vastly different from not too long ago when individuals were exposed to highly controlled dating relationships or even arranged marriages. Silliman (2003) argued, "Today's adolescents face personal and social conditions that place them at risk for dating and marital problems and offer little incentive or assistance in developing healthy relationships. Much of the effort is concentrated at marriage preparation, enrichment, and therapeutic divorce preparation and recovery, greater emphasis is needed in building healthy relationships beginning with dating competencies" (p.278).

*"I consider myself a rather irregular subject as most of my relationships have been of the extremely causal kind. There have been many of them, but none last as all my life I am on the verge of moving on, from one place to another, into the Army, etc. I do not think it is a result of an inability to have a 'normal' relationship, merely a result of my circumstances."*  
(Non-Program Participant)

Educating singles, primarily adolescents, young adults, and singles-again on how to develop healthy, romantic relationships is crucial to their subsequent dating and marital satisfaction. Gardner, Giese, and Parrott (2004) argued that many relationship attitudes and behavior patterns are developed well before adulthood and engagement, when most couples attend premarital prevention programs. Studies evaluating the effectiveness premarital enrichment programs and courses have reported that participation is highly effective and that couples who participate are typically better off than those who do not (Cole & Cole, 1999). Gardener (2001) also found that when high school students

participated in a premarital education program they were less likely to see divorce as a good option and were slightly more favorable toward marriage preparation and counseling. Amato and Rogers (1999) argued that these shifts in divorce attitudes are essential because they found that individuals who adopted more favorable attitudes toward divorce tended to experience declines in relationship quality, whereas those who adopted less favorable attitudes toward divorce tended to experience improvements in relationship quality.

Overall, a deeper and clearer understanding of the formation of attachment in a dating relationship and the ways to pace that relationship is greatly needed by singles. Research has supported that couples which are better acquainted before marriage have significantly higher rates of marital quality (Birtchnell and Kennard, 1984; Grover, Russell, Schumm and Paff-Bergen, 1985; Kurdek, 1991,1993), and experience fewer problems when they face the inevitable difficulties of marriage (Grover et al, 1985). Stanley (2003) argued that one of the primary reasons premarital education has value is because it slows couples down and fosters greater deliberation. Singles need a plan in order to have a conscious, intentional approach to dating and mate selection. Educating singles about healthy dating and marital choices in a framework of pacing the development of their relationship hold tremendous promise for the prevention of future marital problems and divorce.

### III. PROGRAM OVERVIEW

The Premarital Interpersonal Choices and Knowledge (P.I.C.K.) Program presents a practical, easy-to-understand, and comprehensive overview of the crucial areas to explore in a dating relationship within the framework of a conceptual model of the bonding forces that produce the feelings of love and attachment. This model of adult attachment provides an overarching structure for understanding how to pace the growing closeness in a premarital relationship while exploring the strongest, premarital predictors of post-marital attitudes, behaviors, and satisfaction. The P.I.C.K. Program integrates the findings from the extensive body of marriage and relationship research in a clear and user-friendly design.

The goals of this premarital program are two fold. First, to explore the crucial areas that predict marital satisfaction by describing the major areas of a potential mate that should be considered and explored during the dating relationship. Second, to teach singles how to pace a growing attachment by providing a conceptual model of the attaching forces which create feelings of closeness and cohesion in a relationship, explaining the necessity of balancing these forces, and finally by applying this model to the concept of intentional pacing of a relationship by enforcing boundaries.

The P.I.C.K. Program covers a vast amount of information about mate choice and relationship building. Yet, one of the primary strengths of the program is that it organizes this plethora of information in a simple outline comprising of the HEAD (or mind) and the HEART, and is presented to participants in the catchphrase: *Follow your heart without losing your mind.*

*"I basically knew all the facts but used to toss them aside and 'follow my heart.' Now I understand the importance of being rational when entering a relationship."  
(Program Participant)*

## THE HEAD

The HEAD refers to the process of getting to know another deeply and accurately. In other words, talking (in order to promote a growing openness and disclosure) plus togetherness (sharing many diverse situations and experiences together) and time (understanding the different phases or stages of a relationship as it develops over time) is the formula for deeply getting to know another. There are five areas in a relationship that one must get to know. These five areas form the acronym F.A.C.E.S.: Family background, Attitudes and actions of the conscience, Compatibility potential, Examples of other relationships, and Skills in relationships.

- *Family Background and Dynamics.* According to research, one's family dynamics are strongly predictive of future family functioning and marital functioning is often predicted by many family of origin factors. Teaching singles what important areas of childhood and family dynamics need to be explored and worked on in a dating relationship helps them to be alert to these things from the beginning of the relationship. They are much more likely to discuss them, and even look at their own background experiences that may need to be addressed and altered.
- *Attitudes and Actions of the Conscience.* Although there are few marital or premarital studies on the conscience, many of the factors that are included in the concept of the conscience are well documented as predictive of marital quality. Common sense tells you that a 'conscientious' person would make a better partner than one who is not. This part of the program teaches singles to be aware of the conscience (or the "character" of the person) and provides specific characteristics that indicate strong and weak consciences.

*"I have always tried too hard to make a relationship work while my partner(s) did as they pleased. Now I don't trust men and don't trust my heart with men."*  
(Non-Program Participant)
- *Compatibility Potential.* This is one of the most popular approaches to matchmaking today. Compatibility in areas such as: values, aspects of lifestyle, some personality characteristics, have a strong research base, but the P.I.C.K. Program makes the distinction between trying to play 'matchmaker' and teaching singles crucial areas of compatibility to explore and harmonize. This program believes that often 'opposites attract,' therefore they need to be prepared to openly and intelligently examine their key differences premaritally so that they are not divided by them in the future.
- *Examples of Other Relationship Patterns.* History tends to repeat itself therefore, singles need to get to know some of the ways a person has conducted him/herself in a other relationship so that they can identify and change unhealthy patterns. This portion of the program provides some ideas on how to explore these areas in a developing relationship.
- *Skills for Relationship Building.* Research clearly establishes the importance of communication and conflict resolution skills for the maintenance and quality of marriage. The P.I.C.K. program teaches singles the essentials of these skills.

## THE HEART

The HEART refers to the bonding or development of love feelings that occur during the building of a relationship. The 'love is blind' phenomenon occurs when someone is overlooking crucial areas to explore and get to know or when the love feelings greatly exceed the extent to which someone really knows another. The key is to have them grow in balance, thus minimizing the risk of getting hurt or suffering a break in one's trust.

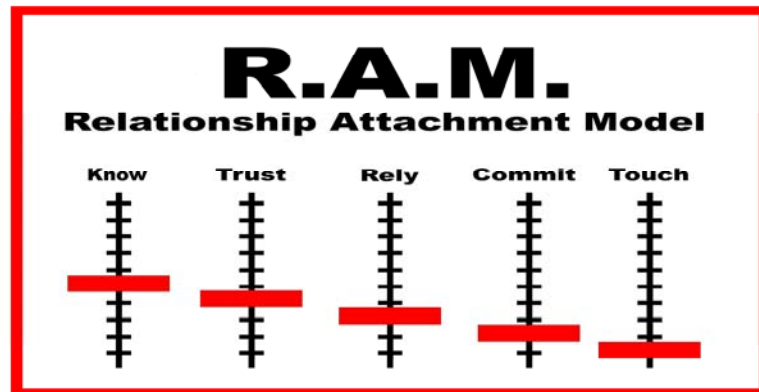
The issues of the heart have to do with a growing connection or love feeling between two people. The dynamic bonds that create this closeness and cohesion in a relationship can be best understood by the Relationship Attachment Model (R.A.M.). This model portrays the active involvement of five bonding dynamics that work together to produce intimacy. These dynamics are distinct from each other, yet interact with one another. The five bonding dynamics include:

- *Knowledge.* The first dynamic that operates in a relationship is getting to know someone. Everything included in the first section, F.A.C.E.S., of the program comprises this dynamic.
- *Trust.* Trust refers to the way that a single puts together what they know about another person and constructs an opinion, this is referred to as a 'trust picture' or the mental image you have of another person you know. If positive, the trust feelings increase, but if what you know is negative, trust feelings drop. This portion of the program teaches how to test trust, the danger of being too trusting, and characteristics of trustworthiness.
- *Reliance.* The third bonding force in a developing relationship is dependent on the first two. As a person gets to know someone and develops trust, it is normal to start relying on that person to meet personal needs. This portion of the program teaches the importance of equality and reciprocity in relationships, and warning flags of unhealthy needs in oneself or another.
- *Commitment.* Commitment is the degree of personal investment one makes into another. This usually helps to define the relationship: friendship, dating, exclusivity, engagement, and marriage. This portion of the program examines characteristics of commitment that need to be developed for a healthy marriage, and some ways that these characteristics can also trap someone in an unhealthy premarital relationship if they are not understood.
- *Touch.* This dynamic includes everything from chemistry to romance to touch. This portion of the program discusses the types of issues that need to be talked about before marriage, how premarital sexual involvement can mask problems in a relationship and the benefits of some sexual restraint during the dating process to the development of a healthy marriage.

*"Most of my relationships were mainly physical, that's it. And every one of my relationships I tried to make work I got screwed over. I just have bad luck."  
(Non-Program Participant)*

One of the program's main lessons is referred to as the Safe Zone Rule, which states that one should never go significantly farther on one area of bonding than you have gone in the previous. For example, do not allow the degree of sexual touch exceed the level of commitment; nor let the level of commitment exceed the degree to which you can rely or depend on the other to meet your needs; and

do not depend on a person beyond the level of developed trust, and this level of trust should not exceed what you really know about the person.



The R.A.M. combines the head and the heart and demonstrates it in a concise yet profound picture. The R.A.M. can be used to describe healthy and unhealthy relationships, but keeping each area growing together in balance provides a roadmap for singles to follow in building a strong relationship and exploring the crucial areas of marital harmony.

#### IV. EVALUATION APPROACH

The P.I.C.K. Program is offered as a compliment to existing well-being programs accessible in the Army that do not specifically address relationship stability for single soldiers. This evaluation of the P.I.C.K. Program examined changes in participants' knowledge and attitudes about relationship development and marriage as a result of participation.

We hypothesized that participants would increase in their understanding of the crucial areas to explore and discuss in a premarital relationship. As well, because beliefs about mate selection influence one's feelings and guide one's behavior in a relationship (see Cobb et al, 2003), we hypothesized that participants' attitudes would change such that they would express more positive and realistic expectations about marriage and mate selection. Further, we expected that participants would become more confident in their abilities to form and maintain a healthy relationship and marriage.

#### PROCEDURES

The P.I.C.K. Program was delivered and evaluated in two United States Army training centers located at Fort Jackson (SC) and Defense Language Institute (CA)<sup>1</sup>. Army Family Life Chaplains

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<sup>1</sup> West Point Military Academy (NY) and Fort Benning (GA) were also included in the project and received the training and materials to offer the program. Due to various delays and conflicts (e.g., scheduling, Human Subjects Institutional Review Board approval, low participatory response) Fort Benning was unable to offer the class before the close of the project period, and West Point Military Academy was able to offer the program (n=15) but data was not collected. Although the surveys were not administered at West Point Military Academy, the instructor reported positive program impacts based on qualitative responses of the participants and the perception of the instructor.

agreed to be trained in the program and deliver the program to soldiers at their respective training centers.

At the conclusion of each program, participants completed a retrospective pre-post questionnaire<sup>2</sup> to document changes in knowledge and attitudes about dating and marital relationships. In other words, program participants were asked to first think about how they felt about each item before participating in the program and second, how they felt after completing the program. As well, single soldiers not participating in the program were recruited and voluntarily completed a similar survey to serve as a comparison to program participants' retrospective pretest responses. Thus, the comparison group was only asked how they *currently* felt about each item.

## **PROGRAM DELIVERY METHODS**

Combined, the two program sites delivered the PICK program to 149 single soldiers in four methods that varied in duration and format. Each delivery method is described below and details of the number of participants who completed the program and a survey are provided in Table 1.

Fort Jackson (FJ). The instructor at FJ offered the program at four points in time between December 2004 and April 2005. Method one included two, three-hour sessions spaced one-week apart. Within a large lecture hall, a single instructor taught the PICK Program using the lecture method with PowerPoint presentation and group discussion. A few Hollywood video clips were interspersed throughout the presentation, regaining attention and enhancing application of the concepts. Method two also included two, three-hour sessions spaced one-week apart but instead used the video presentation of the program (little lecture) with facilitated discussion after each video segment. The last delivery method included one, eight-hour session with lecture, PowerPoint, and the integration of Hollywood video clips.

Defense Language Institute (DLI). The Instructors at DLI offered the program at three points in time between December 2004 and May 2005. At each time, the program was delivered in six-sessions and taught by a team of three instructors. Five sessions were structured around the lunch hour on a typical week (Monday through Friday) with lunch being served at the beginning of each class. The lesson was taught using lecture format with about 5-10 minutes of class interaction at the end of the hour. The sixth session was delivered on Thursday evening in a 2-hour discussion/application format, covering the first four sessions of the PICK Program. This discussion/application time included a summary of major points from the first four sessions, key discussion questions, the use of Hollywood movie and TV clips to illustrate concepts from the PICK program, and interaction exercises to promote insight and understanding of the material from the program. The participants were given some reading material on the biology of sexual attraction and infatuation to prepare them for the fifth and final session on Friday.

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<sup>2</sup> Traditional pretest-posttest designs pose several limitations, one of which is that actual changes in knowledge and attitudes may be masked if the participants overestimate what they know or believe on the pretest. This is likely to occur if participants lack a clear understanding of the attitude, behavior, or skill the program is attempting to affect (Pratt, McGuigan, & Katzev, 2000). Taking part in the program may show participants that they actually knew much less or felt differently than they originally reported on the pretest - also referred to as the response shift bias (Howard & Dailey, 1979). Response shift bias can be avoided with retrospective pretest and post-test measures because participants rate themselves with a single frame of reference on both tests; in turn a more accurate assessment of changes in self-reported knowledge and attitude may be produced with this design (Pratt et al, 2000; Goedhart & Hoogstraten, 1992).

Table 1. *Program Delivery Method and Number of Program and Survey Participants.*

Method (Site)	Number of Sessions	Teaching Format	Number of Participants	Returned and Completed Surveys
Method 1 (FJ)	2	Lecture, PowerPoint, Movie Clips, Discussion	63	62
Method 2 (FJ)	2	Program Video and Discussion	22	20
Method 3 (FJ)	1	Lecture, PowerPoint, Movie Clips, Discussion	25	25
Method 4 (DLI)	6	Lecture, Movie Clips, Discussion	39	16

## THE PARTICIPANTS

A total of 272 single soldiers from Fort Jackson and Defense Language Institute completed a survey: 123 program participants (82.5% response rate) and 149 comparison group (non-program) participants. The soldiers who participated in the pilot program and study had entry level ranks (Enlisted 1-4) and included Privates, Private First Class, and Specialists. Of the current sample of single soldiers:

- 44.1% were male and 55.9% were female;
- 60.9% were Caucasian, 14.4% were African American, 10.3% were Hispanic, and 14.4% were other/multiracial;
- the average age at the time of the survey was 22.3 years (range = 17 - 45, *SD* = 4.9);
- the average age at enlistment in the Army was 21.0 years (range = 17 - 35, *SD* = 4.1);
- 96.7% completed high school and 63.9% extended their education beyond high school;
- 88.2% reported they had never been married and 11.8% had been previously married;
- 83.8% reported that they had a religious affiliation.

Table 2 provides a summary of the demographic characteristics of the single soldiers who completed a survey by group. Analyses comparing the program (*n* = 123) and comparison (*n* = 149) groups showed that the program group was more likely to consist of participants who were, on average, older (*M* = 21.3 vs. 23.4; *F* = 12.7, *p* = .000), female (50.3% vs. 62.6%;  $\chi^2 = 4.1$ , *p* = .04), non-white (33.1% vs. 46.3%;  $\chi^2 = 4.9$ , *p* = .03) and previously married (6.1% vs. 18.7%,  $\chi^2 = 10.3$ , *p* = .001).

Table 2. *Demographic Characteristics of Program and Comparison Group Participants*

	Overall (N=272)	Comparison (n=149)	Program (n=123)
Gender (% Male)	44.1	49.7	37.4
Current Age (%)			
17-20Years Old	48.4	53.7	41.9
21-24 Years Old	30.6	31.6	29.5
25 and Older	21.0	14.7	28.6
Mean (SD)	22.3 (4.9)	21.3 (3.9)	23.4 (5.7)
Age when joined the Army (%)			
17-20Years Old	57.6	57.8	57.4
21-24 Years Old	29.9	32.2	27.0
25 and Older	12.5	10.0	15.6
Mean (SD)	21.0 (4.1)	20.8 (3.9)	21.2 (4.4)
Race (%)			
Caucasian	60.9	66.9	53.7
African American	14.4	12.8	16.3
Hispanic	10.3	7.4	13.8
Other (Multiracial)	14.4	12.9	16.2
Religiously Affiliated (% Yes)	83.8	85.2	82.1
Highest Grade Completed (%)			
Less than High School	3.3	4.1	2.4
High School Grad/GED	32.7	36.3	28.5
Beyond High School	63.9	59.6	69.1
Marital Status (% Never Married)	88.2	93.9	81.3
Have Children (% Yes)	15.6	8.8	23.6
Prior Participation in Relationship Programs (% Yes)	6.6	6.7	6.5
Parent's Marital Status (%)			
Never married	11.6	10.4	13.1
Married	37.5	35.2	40.2
Separated/Divorced	44.9	47.6	41.8
Widowed	6.0	6.8	4.9

## V. FINDINGS

Analyses presented here used multivariate analysis of variance (MANOVA) to compare program participant's retrospective pretest scores to scores from the comparison group to determine whether program participants had similar attitudes and knowledge regarding dating relationships and marriage *prior* to participation in the P.I.C.K. program. If the multivariate analyses yield statistically significant results, univariate analyses were conducted to identify where those differences existed. Similar procedures were followed using program participants' retrospective pretest and posttest scores. Repeated measures multivariate analysis of variance was used to determine whether the program impacted changes in attitudes and knowledge with time (pretest vs posttest) as the within-subjects factor. The practical significance of the findings, or the strength of association between the dependent and independent variables examined (effect size), is reported below using the partial eta-squared. As well, analyses were conducted comparing the effects of the program on men versus women (time x gender) and the effects of method of delivery (time x method) to determine whether the number and format of sessions delivered influenced the impact of the program on participants.

### PAST RELATIONSHIP EXPERIENCES

To gain a general profile of the respondents' past dating experiences, a series of questions were asked pertaining to their perceptions of the quality and development of those relationships. In regards to their dating history, findings show that while the respondents have had fewer dating relationships after joining the military, at least half of these relationships are/were considered serious, particularly for those participating in the program.

- On average, respondent reported having 6.4 ( $SD = 12.5$ ) dating relationships before joining the military but only 1.4 ( $SD = 3.4$ ) relationships after joining the military. Compared to the comparison group, program participants, on average, reported having more dating relationships after joining the military ( $M = 1.0$  vs.  $2.0$ ;  $F = 6.0$ ,  $p = .02$ ).
- When asked how many of those relationships they would consider serious, on average, respondents reported having 1.7 ( $SD = 1.5$ ) and 0.7 ( $SD = 0.8$ ) serious relationships before and after joining the military, respectively. Again, compared to the comparison group, program participants, on average, reported having more serious dating relationships after joining the military ( $M = 0.5$  vs.  $1.0$ ;  $F = 26.2$ ,  $p = .000$ ).
- In regards to the stability of their past relationships, respondents reported that their relationships tend to last, on average, a little of one year ( $M = 403.6$  days;  $SD = 414.6$ ; Range = 4 – 2190 days). The length of the respondents' longest relationship ranged from 10 days to 13 years ( $M = 921.1$  days,  $SD = 801.3$ ), and compared to the comparison group, program participants reported, on average, having a longer relationship ( $M = 1088.8$  vs.  $781.3$  days;  $F = 9.6$ ,  $p = .002$ ).
- On a scale of (1) *Very Dissatisfied* to (6) *Very Satisfied*, respondents reported that they were somewhat satisfied with their past dating relationships ( $M = 3.8$ ;  $SD = 1.3$ ), and those in the program, on average, felt less satisfied with their past relationships than those in the comparison group ( $M = 3.5$  vs.  $3.9$ ;  $F = 5.7$ ,  $p = .02$ ).

- In regards to their current relationship status, 48% ( $n = 130$ ) of the respondents reported that they were currently in a committed relationship and the length of this relationship ranged from 7 days to 11 years ( $M = 538.2$  days,  $SD = 600.3$ ). Of those currently in a relationship ( $n = 130$ ), 76% described their relationship as fairly or very serious and 79% also reported that they were satisfied or very satisfied with their current relationship ( $M = 5.1$ ;  $SD = 1.2$ ). No significant differences were found between program and comparison group respondents.

Analyses of a series of questions related to the pace in which their past relationships have developed suggest that, on average, respondents are pacing their relationships too quickly. First, respondents were asked to reflect back on their longest relationship and rate when a series of 33 events (related to the five bonding dynamics of the R.A.M.) occurred on a scale of (1) *within the first week* to (8) *never*. Table 3 provides the mean rank ordering of these events for those who reported being in at least one relationship and who responded to all 33 items ( $n = 223$ ). On average, respondents reported that they:

- knew, trusted, relied upon, were committed to, and engaged in sexual intercourse with their partner within the first 6 months of the relationship;
- engaged in sexual intercourse within the first 4 months of the relationship, and typically prior to *fully* knowing their partner and establishing trust, reliance, and commitment;
- felt they were ready to marry their partner within 7-12 months of their relationship.

Similar results were found when examining only those whose longest relationship lasted at least 6 months ( $n = 197$ ) and at least 12 months ( $n = 166$ ). Furthermore, no statistically significant differences were found between those in the comparison and program group.

Next, respondents reported how quickly or slowly they felt their relationships developed in relation to the five bonding dynamics of the R.A.M (recoded: 1 = *quickly/too quickly*; 2 = *just right*; 3 = *slowly/too slowly*). Table 4 summarizes these findings for comparison and program group participants overall and by gender. Overall, in contrast to the comparison group, program participants reported that they too quickly trusted (40.9% vs. 28.6%;  $X^2 = 5.0$ ,  $p = .08$ ), depended on (31.8% vs. 18.0%;  $X^2 = 10.4$ ,  $p = .01$ ), and had sex (52.7% vs. 37.6%;  $X^2 = 5.1$ ,  $p = .08$ ) with their partner. Analyses by gender revealed that in contrast to those in the comparison group, males who participated in the program were more likely to report that they got to know their partner too slowly (33.3% vs. 11.8%;  $X^2 = 6.4$ ,  $p = .04$ ) while females tended to trust (45.6% vs. 16.4%;  $X^2 = 17.2$ ,  $p = .000$ ), depend on (38.2% vs. 18.3%;  $X^2 = 7.6$ ,  $p = .02$ ), and have sex (57.4% vs. 32.8%;  $X^2 = 7.8$ ,  $p = .02$ ) with their partner too quickly.

When considering both respondents actual reports of the timing of various events associated with the bonding dynamics of the R.A.M and their perceptions of how quickly or slowing these dynamics evolved, these findings suggest that program participants may have become more critical in assessing their past relationships based on what they learned about pacing a relationship during the training.

*"I realize what kind of person I am and the mistakes I've made and what I need to do to change. This program was helpful to me and I plan to use the material to my advantage. Thanks a lot!"*  
(Program Participant)

Table 3. *The Timing of the Five Bonding Dynamics of the R.A.M (n = 223).*

<i>R.A.M.<sup>a</sup></i>	<i>Event</i>	<i>Mean</i>	<i>(SD)</i>
K	I met my partner's friends	2.04	(1.80)
S	I have gotten to "first base" with my partner (kissing and anything above the shoulders)	2.06	(1.59)
K	I have talked a lot with my partner about his/her childhood and family	2.41	(1.57)
C	I expect my partner to date only me	2.70	(1.90)
S	I have gotten to "second base" with my partner (anything above the waist)	2.93	(1.91)
K	I feel that I know my partner's hobbies and interests	2.94	(1.72)
T	I have a fairly clear opinion of what my partner is like	2.99	(1.70)
C	I refer to my partner as my girlfriend/boyfriend	3.02	(2.03)
C	I am unwilling to date anyone other than my partner	3.09	(2.27)
T	I trust my partner to keep their promises	3.19	(2.01)
K	I met my partner's family	3.33	(2.31)
C	I resist temptations because of my partner	3.36	(2.25)
K	I feel that I know my partner's communication style	3.39	(1.91)
K	I understand what my partner's friendships are like	3.41	(1.92)
R	I feel comfortable sharing my dreams and aspirations with my partner	3.42	(1.91)
C	I demonstrate examples of commitment	3.46	(1.86)
T	I feel that I can trust my partner	3.63	(2.00)
S	I have gotten to "third base" with my partner (below the waist, but not sex)	3.68	(2.17)
K	I understand what my partner's family relationships were/are like	3.69	(2.05)
S	I desire sex with my partner	3.75	(2.44)
K	I feel that I know my partner's dreams and goals	3.90	(2.11)
K	I know how my partner handles stress and serious conflicts	3.90	(1.95)
T	I am fairly certain that my partner won't do something that I dislike or will embarrass me	3.92	(2.28)
K	I have a clear understanding of what my partner's family was like	4.03	(2.24)
S	I have slept with my partner, but have not had sex	4.04	(2.58)
K	I understand what my partner has been like in past dating relationships	4.14	(2.26)
S	I have gotten to "home" with my partner (sex)	4.45	(2.33)
K	I have a realistic view of how emotions were expressed in my partner's family	4.50	(2.28)
R	I depend on my partner to meet my needs	4.85	(2.33)
R	I am willing to confide my deepest secrets with my partner	4.98	(2.10)
S	I expect sex with my partner	5.03	(2.47)
R	I strongly rely on my partner to help or support me	5.04	(2.32)
C	I felt ready to marry my partner	6.54	(1.60)

<sup>a</sup> Relationship Attachment Model: K = Knowledge; T = Trust; R = Reliance; C = Commitment; S = touch/sex.

Responses: (1) Within the first week; (2) Within the first month; (3) Within 2 months; (4) Within 3-4 months, (5) Within 5-6 months; (6) Within 7-12 months; (7) Longer than a year; (8) Never.

Table 4. Respondents Assessment of How Quickly/Slowly the Five Bonding Dynamics of the R.A.M Developed in Past Relationships (n = 223).

Item	Overall		Males		Females	
	Comparison	Program	Comparison	Program	Comparison	Program
You get to know your partner						
Slowly	16.8	27.3	11.8	33.3	21.0	23.5
Just Right	41.6	34.5	45.1	33.3	38.7	35.3
Quickly	41.6	38.2	43.1	33.3	40.3	41.2
You trust your partner						
Slowly	46.4	43.6	39.2	40.5	52.5	45.6
Just Right	25.0	15.5	17.6	26.2	31.1	8.8
Quickly	28.6	40.9	43.1	33.3	16.4	45.6
You grow to depend on your partner						
Slowly	61.3	40.0	64.7	45.2	58.3	36.8
Just Right	20.7	28.2	17.6	33.3	23.3	25.0
Quickly	18.0	31.8	17.6	21.4	18.3	38.2
You become committed to your partner						
Slowly	27.4	33.0	25.5	45.2	29.0	25.4
Just Right	40.7	29.4	43.1	31.0	38.7	28.4
Quickly	31.9	37.6	31.4	23.8	32.3	46.3
You have sex with your partner						
Slowly	30.3	23.6	22.9	26.2	36.1	22.1
Just Right	32.1	23.6	33.3	28.6	31.1	20.6
Quickly	37.6	52.7	43.8	45.2	32.8	57.4

## THE IMPORTANCE OF F.A.C.E.S.

The extent to which participants placed importance on the five areas the program deems crucial to get to know about one's partner (F.A.C.E.S.) was evaluated using a 10-point Likert-scale, ranging from (1) *Extremely Unimportant* to (10) *Extremely Important*. The first area, *Family Background*, consisted of 5 items regarding a partner's family history and relationships. *Attitudes and Actions of the Conscience* (6 items) reflected a partners' conscientiousness. *Compatibility* (8 items), evaluated how important it is to get to know how compatible they are with their partner. *Examples of Other Relationships* (3 items) measured the importance of knowing their partner's current and past relationship experiences. Last, *Skills in Relationships* (6 items) assessed the importance of understanding how their partner relates to others. (See Appendix A for a list of the items under each area). Mean scores were computed for each area of F.A.C.E.S., with higher scores implying a higher level of importance on getting to know the following about their partner (alpha reliabilities ranged from .77 to .95).

Table 5. Program and Comparison Group Mean (SD) Scores on the Importance of Knowing and Exploring the Five Areas of a Potential Mate During the Dating Relationship (F.A.C.E.S.)

Construct	Comparison Group (n=144)	Program Group (n = 120)			
		Before	After	F-value	Partial $\eta^2$
Family Background	7.04 (1.78)	6.54 (2.01)	8.39 (1.78)	100.96	0.46
Attitudes and Actions of the Conscience	8.29 (1.40)	8.02 (1.69)	8.77 (1.68)	41.10	0.26
Compatibility Potential	8.04 (1.32)	7.72 (1.56)	8.52 (1.60)	46.67	0.28
Examples of Other Relationships	6.18 (2.34)	6.45 (2.23)	7.95 (2.21)	55.64	0.32
Skills in Relationships	8.27 (1.53)	8.03 (1.77)	8.87 (1.70)	40.34	0.25

Note: all F-values significant at  $p < .001$ .

Table 5 presents scores on the extent to which participants placed importance on the five major areas of a potential mate that should be considered and explored during the dating relationship. On average, respondents *pretest* ratings of each of the areas ranged from slightly ( $M = 6.2$ ) to fairly ( $M = 8.3$ ) important. Multivariate analyses showed an overall group difference,  $F(5, 258) = 2.3$  ( $p = .04$ ; partial  $\eta^2 = .04$ ), and univariate analyses showed only one significant difference between the program and comparison group participants *pretest* scores: program participants, on average, placed less importance on getting to know their partner's family background,  $F(1, 262) = 4.6$  ( $p = .03$ ; partial  $\eta^2 = .02$ ). Following the conclusion of the program, multivariate analyses showed a significant program impact,  $F(5, 115) = 20.5$  ( $p = .000$ ), with an overall effect size of .47. Follow-up analyses revealed that program participants, on average, placed greater importance on getting to know their partner in each of the five areas (see Table 1). No significant time x gender or time x method effects were found.

*"This program really taught me how important family is when it comes to marriage choices!"*  
 (Program Participant)

## ATTITUDES AND BELIEFS ABOUT MARRIAGE

The attitudes and beliefs held by soldiers concerning mate selection were measured using the 32-item Attitudes about Romance and Mate Selection Scale (Cobb, Larson, & Watson, 2003). The instrument employs 28 questions, in addition to 4 distracter items, and is comprised of seven subscales (4-items each) which represent a constraining belief about mate selection: 1) *One and Only*; 2) *Love is Enough*; 3) *Cohabitation*; 4) *Opposites Complement*; 5) *Ease of Effort*; 6) *Perfect Partner/Idealization*; 7) *The Perfect Relationship/Complete Assurance*. (See Appendix A for a list of the items under each area). The respondents were asked to rate their agreement on a 7-point Likert-scale ranging from (1) *very strongly disagree* to (6) *very strongly agree*. A mean score was computed with higher scores indicating a more intense constraining belief about mate selection in that particular subscale (alpha reliabilities ranged from .49 to .94).

Regarding their attitudes about romance and mate selection, respondents pretest scores, on average, ranged from disagreement ( $M = 3.3$ ) to strong agreement ( $M = 5.5$ ) on each of the constraining beliefs (see Table 6). Analyses revealed no significant differences between program and comparison group participants' pretest scores.

Table 6. *Program and Comparison Group Mean (SD) Scores on the Attitudes about Romance and Mate Selection Subscales.*

Construct	Comparison Group ( $n=148$ )	Program Group ( $n=120$ )		F-value	Partial $\eta^2$
		Before	After		
One and Only	4.24 (1.36)	4.44 (1.29)	4.45 (1.40)	.01	0.00
Love is Enough	4.51 (1.29)	4.39 (1.37)	3.89 (1.41)	25.91**	0.18
Cohabitation	4.35 (1.67)	4.04 (1.63)	3.46 (1.61)	25.37**	0.18
Opposites Complement	3.37 (0.84)	3.29 (0.87)	3.13 (0.96)	4.65*	0.04
Ease of Effort	3.78 (1.07)	3.54 (1.30)	3.26 (1.24)	8.73*	0.07
Perfect Partner/Idealization	4.50 (0.96)	4.59 (1.02)	4.84 (1.20)	10.90**	0.08
Perfect Relationship/ Complete Assurance	5.50 (1.04)	5.34 (1.14)	5.83 (1.04)	28.99**	0.20

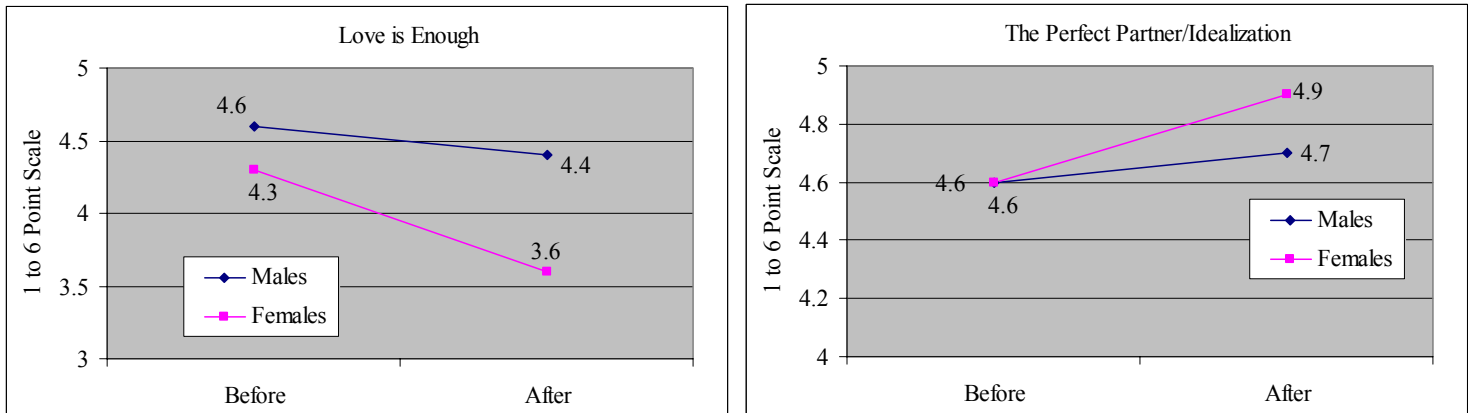
Note: \*  $p < .05$ ; \*\*  $p < .001$

After the program, multivariate analyses showed a significant program impact,  $F(7, 113) = 9.22$  ( $p = .000$ ), with an overall effect size of .36. Univariate contrasts showed that program participants, on average, reported less constraining beliefs that love is sufficient reason to marry, that cohabitation can strengthen one's future marriage, that opposites compliment, and that choosing a mate should be easy and that mate selection is a matter of chance or accident (see Table 2). In contrast, program participants, on average, tended to agree more with the belief that one should wait to marry until they find the right/perfect partner and that they must feel completely assured of marital success before getting married. Although it has been argued that persons who hold these last two beliefs of idealization and complete assurance may be constrained from making the decision to marry, we would argue that by participating in the program these soldiers have a stronger understanding of the importance of taking ones time during the courtship process to know their partner and whether their relationship is ready for matrimony.

*"When I was younger I relied on others to validate me and gain confidence instead of really knowing myself and getting to know them. I rushed into things and then stayed too long thinking I could change the other person. I've learned from those mistakes, but wish I went to a program like this years ago and I probably would've learned sooner."*  
(Program Participant)

Additional analyses further revealed that a significant time x gender effect,  $F(7, 112) = 2.11$  ( $p = .05$ ), with an overall effect size of .12. As illustrated below, univariate contrasts showed that female participants (vs males), on average tended to agree more with the belief that one should wait to marry until they find the right/perfect partner,  $F(1, 118) = 4.10$  ( $p = .05$ ; partial  $\eta^2 = .03$ ) and less with the

belief that love is sufficient reason to marry,  $F(1, 118) = 6.10$  ( $p = .02$ ; partial  $\eta^2 = .04$ ). No significant time x method effects were found.



## PROGRAM SPECIFIC ATTITUDES AND BELIEFS ABOUT MARRIAGE

To further assess their attitudes regarding mate selection, an additional 7 items were asked that were specific to the concepts presented in the P.I.C.K. Program (see Table 3). Responses ranged from (1) *very strongly disagree* to (6) *very strongly agree* with higher scores reflecting less favorable attitudes regarding mate selection.

Multivariate analyses revealed that there was a statistically significant group difference on this set of items,  $F(7, 246) = 2.81$  ( $p = .008$ ), with an overall effect size of .07. As seen in Table 7, program participants were less likely to agree than those in the comparison group that changes in a relationship before marriage are just as difficult as making changes after marriage,  $F(1, 252) = 4.02$  ( $p = .05$ ) and that you should put aside your ideals when considering a marriage partner,  $F(1, 252) = 4.10$  ( $p = .04$ ).

After the program, multivariate analyses showed a significant program impact,  $F(7, 108) = 4.22$  ( $p = .000$ ), with an overall effect size of .22. Univariate analyses showed that program participants attitudes towards four out of the seven items *improved* (less likely to agree with them) as did their agreement with a fifth view on knowing what a partner will be like early in a dating relationship increase. No significant time x gender or time x mode effects were found.

Overall, these results show that after the program soldiers were more likely to recognize:

- the influence of family of origin on their relationships;
- that changes in a relationship should be worked on prior to marriage and that those changes will be more easily accomplished before rather than after marriage;
- that there are definite indicators which can be identified that foreshadow what a person will be like in a marital relationship;

*"I am currently going through a divorce. This seminar made me feel more confident about dating once again and identifying the mistakes I made in the past"*  
(Program Participant)

- that a prospective partner’s previous relationships are important to understand because they often predict how that person will act in future relationship; and
- that early experiences in a premarital relationship are often misleading and only with time can a person learn what a prospective partner will really be like in marriage.

Table 7. *Program and Comparison Group Mean (SD) Scores on Their Attitudes about Mate Selection Concepts Presented in the P.I.C.K. Program.*

Item	Comparison Group (n=139)	Program Group (n=115)			
		Before	After	F-value	Partial $\eta^2$
Open communication is all you really need when getting to know a partner in a dating relationship	4.72 (1.47)	4.45 (1.64)	4.37 (1.80)	.55	0.01
Changes in a relationship before marriage are just as difficult as making changes after marriage	4.57 (1.38)	4.18 (1.68)	3.64 (2.00)	12.28***	0.10
The experiences from the family you grew up in will not be much influence in the family you establish	3.08 (1.66)	3.47 (1.74)	3.14 (1.99)	4.91*	0.04
There is no way to predict what someone will be like after you marry them	4.10 (1.56)	4.20 (1.63)	3.80 (1.89)	7.61**	0.06
You cannot know what a partner will be like early in a dating relationship	4.61 (1.40)	4.38 (1.47)	4.64 (1.73)	4.91*	0.04
You should put aside your ideals when considering a marriage partner	3.20 (1.72)	2.79 (1.45)	2.67 (1.67)	1.35	0.01
Your partner’s previous dating relationships have little to do with your relationship to him/her	3.94 (1.67)	3.69 (1.66)	3.26 (1.83)	6.88**	0.06

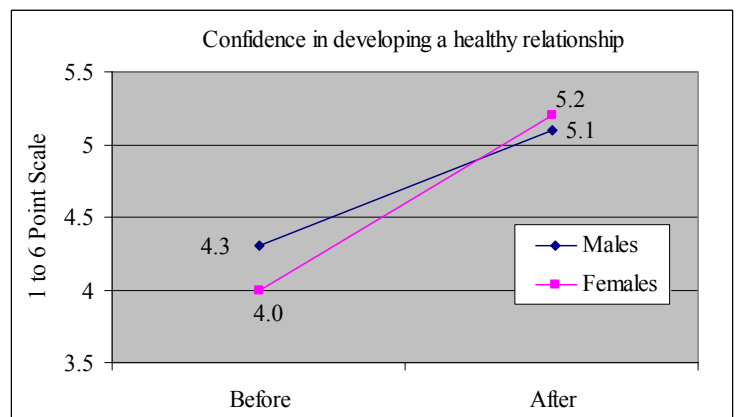
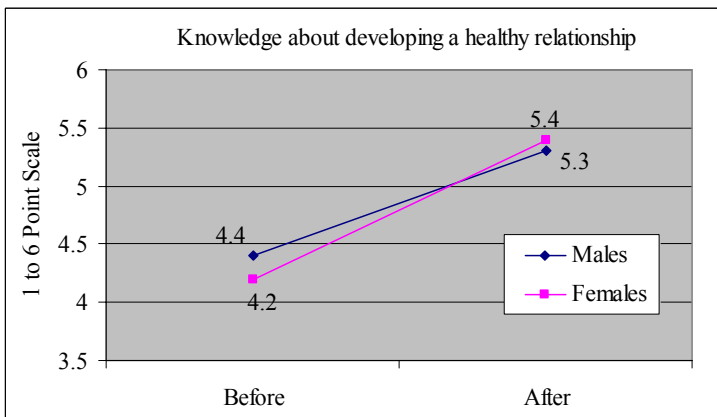
Note: \*  $p < .05$ ; \*\*  $p < .01$ , \*\*\* $p < .001$

## CONFIDENCE AND KNOWLEDGE GAINED FROM THE PROGRAM

Last, program participants’ confidence in their abilities to use the skills taught in the program and the knowledge gained from the program was evaluated via a 15 question scale utilizing a 6-point Likert-scale ranging from (1) *strongly disagree* to (6) *strongly agree*. (See Appendix A for a list of these items). A mean score was computed for knowledge gained (10-items) with higher scores indicating feeling more knowledgeable about developing a healthy relationship that leads to a healthy marriage

(alpha reliability = .86 before and .77 after). Similarly, a mean score was computed for confidence (5-items) with high scores reflecting that they feel more confident in their abilities to use the skills taught in the program to develop a healthy relationship (alpha reliability = .87 before and .82 after).

Analyses showed statistically significant gains in program participants' retrospective pretest to posttest scores on knowledge and confidence. As shown in the figures below, both men and women who participated in the program felt more knowledgeable about developing a healthy relationship that leads to a healthy marriage after participating in the program,  $F(1, 116) = 133.59$  ( $p = .000$ ), with an overall effect size of .60. As well, both men and women felt more confident in their abilities to use the skills learned to develop a healthy relationship,  $F(1, 116) = 126.69$  ( $p = .000$ ), with an overall effect size of .52. No significant time x gender or time x mode effects were found.



## GENERAL PERCEPTIONS OF THE PROGRAM

Last, program participants were asked to rate their level of agreement, (1) *strongly disagree* to (6) *strongly agree*, with a series of questions regarding their perceptions of the program. Among the 123 who responded:

- 96.7% agreed they learned new information from this program;
- 95.0% agreed they felt more confident in their dating relationships as a result of attending this program;
- 98.3% agreed they planned to use the information learned;
- 96.7% agreed the program was helpful;
- 97.5% agreed they would recommend this program to other singles; and
- 96.7% agreed that overall, they were satisfied with the program.

*"I really enjoyed and learned a lot from this program. I highly recommend that this program be given often to singles. Thanks."*  
(Program Participant)

*"I think this is a good program. It actually opens your eyes to things you may not have thought to see. It has helped me think about things more clearly."*  
(Program Participant)

## VI. INSTRUCTOR FEEDBACK

The perception of the instructors is vital to an understanding of the utility and practicality of the PICK Program after the completion of each class, instructors completed a feedback form (Appendix B) rating the degree to which the session's goals were easy or difficult to teach and how much time was spent covering each major point of the five sessions. Following their last program, instructors completed a summary feedback form (Appendix C) consisting of four reflective questions about marketing strategies, perceptions of program effectiveness, instructional challenges and recommendations for continued program delivery. Last, follow up interviews were conducted with the lead instructor at each site to review their feedback. A few of the key points from these assessments/interviews are highlighted below.

### INSTRUCTIONAL GOALS

After each session instructors rated the degree to which the session's goals were easy or difficult to teach: (1) *Not taught*, (2) *Very Difficult to teach this point*, (3) *Somewhat difficult to teach this point*, (4) *Somewhat easy to teach this point*, and (5) *Very easy to teach this point*. In general, the instructor ratings at Fort Jackson and DLI initially ranged from 3 to 5 and improved to 4's and mostly 5's during future program offerings. Hence, some of the points that were somewhat difficult to teach became easier the next time the session was taught.

Also, the method of delivery may have impacted whether a concept was perceived as somewhat difficult to teach. For example, sessions that included primarily lecture with little discussion or class interaction where stories and examples of the concept could have been shared made presentation and comprehension of the concepts more challenging. It is in the interaction that practical application often emerges. As well, the use of stories and movie clips improved the understanding that instructors and participants had for the pragmatic application to "real life" of the PICK concepts.

*"Do not put off teaching this course until you feel completely ready. You will learn how to teach more effectively when you are actively teaching it. It is just like the saying, 'you have to get in the water before you learn to swim.'"*  
(DLI Instructor)

The instructors reinforced the important of telling stories, showing movie clips, and facilitating discussion throughout the instruction so that the material becomes transformed into pictures of life/relationship situations with which the participants can identify. All instructors concurred that that the movie and television clips prompted insight and understanding of the concepts being discussed. As well, the RAM visual was hailed as the most beneficial teaching aid by all the instructors when asked what helped them most effectively convey the material to their participants.

The overall ratings on this form support the relative ease the instructors had with teaching the abstract concepts of relationship dynamics and partner selection.

## MARKETING STRATEGIES

Numerous strategies were forged to “get the word out” and promote the PICK Program, including:

- Announcements to all soldiers during battalion formations, included in training calendars, made at chapels, and discussions during staff meetings.
- Written promotions such as fliers, posters, bulletin inserts at chapel, emailed fliers to students.
- Inserted the PICK curriculum into already existing structured times- like PTRP (Physical Training Rehabilitation Program), Security Holdovers, and Soldiers who were still training to pass physical fitness standards.
- Networking with peer officers and Non-commissioned Officers (NCO) to find times and opportunities to present the program.
- Taught the “no-jerk” salute and then saluted when we would see soldiers who had participated in a previous class. This would help start discussions among soldiers that would help promote interest in the PICK Program.
- Use of incentives such as meals or t-shirts with the No JERK logo (which also creates a stir about the program when worn).
- Take photos of some volunteer participants who would write a testimonial about the PICK program and then use this for future promotion.

*“In almost all cases, they [peer officers and NCO’s] were very excited and supportive of my efforts. In one instance, the NCO sat in my class (unsolicited) and was elated with the content and the effect on the soldiers.”(Instructor)*

One instructor frankly admitted, “Promotion was difficult. At the announcement of the first program presentation soldiers were energized by the title. We had a good response and turn out. We attempted to deliver the program four weeks later and had less than half of the number that attended the first time. The next delivery was again four weeks later, but was cancelled for lack of participants. We wondered what we did wrong? The responses from the first program delivery had been great; so why did fewer and fewer people come out to participate? We decided to space out the program delivery to three month intervals. That fixed it because we then had a similar number of participants as we did during the first delivery. It became clear that too frequent of program deliveries did not allow for the circuit of new student arrivals and the build-up of anticipation for the program.”

## INSTRUCTOR CHALLENGES

Several instructors stated that they had no challenges to report with teaching the PICK Program. One instructor commented that the only challenge came from lack of familiarity with the program content, but that this challenge diminished as he taught the program a second and third time.

A second challenge was experienced when the instructor at Fort Jackson attempted to teach the program in a one-day format. “This was overwhelming for the participants- information overload.”

This same instructor reflected on the best experience of teaching the PICK Program. This actually occurred prior to participating in this present study. “The best response was from a battalion where the class was offered on Sunday mornings in place of an existing religious program. The class was taught over 8-weeks and, whenever necessary, made the five sessions “to be continued.” There were

little to no attrition, and yet there were more and more soldiers each class. The enthusiasm of the initial group of 20 participants grew to more than 70 soldiers by the end of the eight week period.

Another instructor remarked that the biggest challenge was digesting the material as a new instructor. He recommended, “Just start teaching the PICK program. Do not wait until you are certain to be able to do it well. There is a lot of material that is brand new and daunting to teach, so team up with some others and share the sessions. It is much less intimidating when you can sit back and watch the co-instructors. You learn by their strengths *and* weaknesses. When you watch another teach you figure out what you want to do differently, and what you want to emulate from their style and approach. But as these experiences accumulate you begin to *own* the program while still being true to the material. We all found that we taught more confidently and energetically when we knew the material, had taught it a couple of times, and felt like it had become *our own*.”

## VII. CONCLUSION

Educating singles on how to develop healthy, romantic relationships can be beneficial to their subsequent dating and marital satisfaction, and for Army soldiers, their satisfaction with military life. Notably, there is limited research that explores the effectiveness of relationship educational programming on couples, in general, and on youth and singles entering romantic relationships more specifically. These findings demonstrate that educating single soldiers on how to develop healthy, romantic relationships is advantageous.

In general, program participants shared consistent attitudes and beliefs regarding mate selection and dating relationships with those in the comparison group prior to the program, with a few exceptions. At the conclusion of the P.I.C.K. Program, participants demonstrated an increase in their understanding of the crucial areas to explore and discuss in a premarital relationship and, overall, exhibited more favorable attitudes and beliefs about marriage and mate selection. Very few variations in impact were detected based on gender, and no variations were found by delivery method.

This study evaluated the initial impact of the P.I.C.K. Program on the attitudes, aspirations and knowledge-base of single soldiers. The question that remains unanswered is: Will single soldiers change their *behavior* as a result of participating in the P.I.C.K. Program? The concern that behavior does not always match expressed beliefs needs to be evaluated in a six to twelve month longitudinal study on single soldiers that participate in the P.I.C.K. Program. This further research will build upon the initial findings of this present study while providing the needed data to determine the long-term effectiveness of the P.I.C.K. Program on healthy relationship development and eventually healthy and stable marriages. It will also help to identify potential modifications of content and/or methodology of program delivery that will ensure positive changes in the dating and partner-selection behaviors of single soldiers.

*“This was a great program. I feel comfortable about how to balance my relationship”*

*“I learned how wrong I was about what I really wanted from a partner”*

*“This program has reassured me that I am making a right decision in my engagement because all the steps that should be taken I’ve seen that I have taken them.”*

*“The information given was really an eye opener. It gave me insight and made me think over what I thought a relationship should be.”*

(Program Participants)

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## APPENDIX A

### THE IMPORTANCE OF F.A.C.E.S.

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**Prompt:** Below are some things in relationships that some people consider to be less or more important than others. In other words, some of these things are not important to everybody. How important is it to you that you know the following about your partner? (Program participants only: First, think about how important these things are to you now, *after* you have taken the program. Second, think about how important these things were to you *before* you took this program.)

**Responses:** (1) Extremely unimportant; (2) Very unimportant; (3) Fairly unimportant; (4) Somewhat unimportant; (5) Slightly unimportant; (6) Slightly important; (7) Somewhat important; (8) Fairly important; (9) Very important; (10) Extremely important

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#### **Family Background**

- The relationship my dating partner had with their parent(s)
- My partner's family background
- How anger was handled in my partner's family
- How affection was shown in my partner's family
- How well my partner gets along with their parent(s)

#### **Attitudes and Actions of the Conscience**

- How open-minded my partner is to seeing another perspective
- My partner's ability to feel compassion for someone else
- How my partner reacts when my feelings are hurt
- How consistent my partner is at doing what is 'right'
- What my partner believes about right and wrong
- How well my partner is at seeing my perspective

#### **Compatibility Potential**

- What my partner likes to do for fun
- How my partner shows affection
- Our 'chemistry' together
- My partner's sense of humor
- My partner's spiritual values
- My partner's financial values
- My partner's energy level
- My partner's family values

#### **Examples of Other Relationships**

- My partner's 'bad habits' in previous relationships
- My partner's past dating experiences
- I understand what my partner has been like in past dating relationships
- I understand what my partner's friendships are like

#### **Skills in Relationships**

- How well my partner listens
- How much my partner opens up about thoughts and feelings
- How my partner fights when angry
- How my partner reacts to conflict within the relationship
- How well my partner communicates
- How my partner handles his or her emotions

## ATTITUDES AND BELIEFS ABOUT MARRIAGE

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Prompt: Below are beliefs or ideas people have about romantic relationships and selecting a spouse. Read each item and decide how much you agree with it. Circle your level of agreement by using the 7-point scale below. (Program participants only: First, think about how much you agree or disagree with these things now *after* you have taken the program. Second, think about how much you agreed or disagreed with these things *before* you took this program.)

Responses: (1) Very strongly disagree; (2) Strongly disagree; (3) Disagree; (4) No opinion; (5) Agree; (6) Strongly agree; (7) Very strongly agree

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### **The One and Only**

- There is only one true love who out there who is right for me to marry
- There are a number of people in the world to whom I could be happily married\*
- There is a ‘one and only’ right person in the world for me to marry
- Somewhere I have a ‘soul mate’ I should marry, a special partner who is uniquely suited to me and vice versa

### **Love is Enough**

- Our feeling of love for each other should be sufficient reason to get married
- In the end, our feeling of love for each other should be enough to sustain a happy marriage
- As long as we love each other, we should not let any obstacles stand in our way of getting married
- Only a fool ever walks away from marrying the person he or she loves deeply

### **Cohabitation**

- Living together before marriage will improve our chances of remaining happily married
- We will likely be happier in our marriage if we live together first
- It is a good idea for us to live together before getting married as a way of ‘trying out’ our relationship
- Living together first is a good way of testing how workable our marriage would be

### **Opposites Complement**

- Couples who are too similar have relationships that are dull and boring
- Being similar to my partner is an important consideration for me when deciding to get married\*
- Our relationship will be stronger if I marry someone who is very much like me in many ways\*
- I should marry someone whose personal characteristics are opposite from my own

### **Ease of Effort**

- Finding the right person to marry is more about luck than effort
- If I just wait long enough the right person to marry will come my way one day
- Finding the right person to marry is not something I have much control over
- Getting married will just happen naturally without much effort by me

### **The Perfect Partner/Idealization**

- I would marry my sweetheart even if he or she wasn’t completely ideal for me\*
- I should not marry my sweetheart unless everything about our dating relationship is pleasing to me
- The person I marry needs to have all of the qualities I am looking for in a mate
- I would marry my sweetheart even if I wasn’t sure he or she could meet all of my needs\*

### **The Perfect Relationship/ Complete Assurance**

- I need to feel entirely sure that our marriage will work before I would consider marrying my sweetheart
- Before I get married, I must be thoroughly convinced that I will be a good spouse
- I should wait to marry my sweetheart until we have proved our relationship is strong enough to stand the test of time
- I should wait until I feel completely prepared for marriage before I get married

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*\*Item was reversed scored*

## CONFIDENCE AND KNOWLEDGE GAINED FROM THE PROGRAM

Prompt: Please make an X under each of the before and after columns to indicate your degree of agreement with each of the following statements.

Responses: (1) Strongly disagree; (2) Disagree; (3) Slightly disagree; (4) Slightly agree; (5) Agree; (6) Strongly agree

Item	Before	After
<b><i>Confidence in abilities to use skills taught</i></b>	4.11 (1.06)	5.15 (0.74)
• I feel confident in my ability to maintain a balance between the critical bonding dynamics in a relationship.	4.23 (1.30)	5.05 (1.01)
• I feel confident about choosing the ‘right’ partner.	4.45 (1.12)	5.21 (0.86)
• I feel confident that I know how to pace a growing relationship.	3.83 (1.35)	5.10 (0.94)
• I am confident that I will be able to apply enough self-control in setting boundaries when forming trust during the early stages of a dating relationship.	3.93 (1.40)	5.19 (1.03)
• I feel confident that I will spend plenty of time figuring out what my partner is really like before becoming too involved.	4.17 (1.30)	5.40 (0.74)
<b><i>Knowledge gained from the program</i></b>	4.26 (0.86)	5.33 (0.50)
• I know talking, togetherness, and time are necessary for a well-rounded understanding of a potential partner.	4.73 (1.09)	5.51 (0.67)
• I understand that love is both emotional and rational.	4.58 (1.19)	5.46 (0.75)
• I feel that I have a good understanding of how to get to know a partner.	4.54 (1.08)	5.30 (0.77)
• I can identify the difference between someone’s conscience and their dating skills.	4.05 (1.24)	5.01 (0.89)
• I can identify the things that are important to get to know about a partner.	4.33 (1.25)	5.38 (0.69)
• I understand that going too fast too soon in a relationship can result in overlooking problems in a partner.	4.31 (1.37)	5.63 (0.68)
• I understand that previous relationship patterns often repeat in the next relationship.	4.07 (1.41)	5.23 (1.06)
• I know that marriages that had courtships that lasted less than two years have much greater chances of divorce.	3.65 (1.54)	5.21 (1.11)
• I understand that sexual involvement results in emotional bonding.	4.64 (1.24)	5.27 (1.00)
• I understand that my own family experiences will impact my future relationships.	4.23 (1.37)	5.38 (0.84)

## APPENDIX B

### INSTRUCTOR EVALUATION FORM FOR SESSION ONE

To understand how easy or difficult the content of this session was to teach, please rate your accomplishment of the lesson goals indicated below on a 1 to 5 scale.

Responses: 1 Not taught; 2 Very difficult to teach this point; 3 Somewhat difficult to teach this point; 4 Somewhat easy to teach this point; 5 Very easy to teach this point

___	<b>1</b>	<b>Identify the “jerk(ette)” that should be avoided in dating relationships.</b>
___	<b>2</b>	Both males and females can be jerks.
___	<b>3</b>	There is a difference between acting like a jerk and being a jerk.
___	<b>4</b>	The P.I.C.K. program is about MORE than just avoiding marrying a jerk.
___	<b>5</b>	<b>Cultivate a belief in the need for partner-selection education.</b>
___	<b>6</b>	<b>Define closeness and intimacy by using the R.A.M.</b>
___	<b>7</b>	Explain the three T’s. Intimacy (or, truly “knowing” someone) requires that you take <i>time</i> and have diverse experiences <i>together</i> , as well as open up and <i>talk</i> .
___	<b>8</b>	<b>Develop an understanding of what makes a relationship safe.</b>
___	<b>9</b>	If attachment exceeds the baseline of what you really know about the other person, then your judgment becomes distorted.
___	<b>10</b>	Clear understanding of the “safe-zone” rule for relationships.
___	<b>11</b>	<b>Differentiate between healthy and unhealthy relationships by using the R.A.M.</b>
___	<b>12</b>	<b>Learn the three-month rule about taking time to really get to know a partner.</b>
___	<b>13</b>	<b>Peak curiosity about the five areas to explore (F.A.C.E.S.).</b>

Any area(s) of the lesson that you felt was irrelevant?    Yes            No    Please Explain.

Any suggestions?

In order to determine how much time is necessary to fully explore each of the session’s main points, it is important that we know whether the suggested time is truly appropriate when teaching the material. Please note the actual time it took to cover the sections below.

<u>Section</u>	<u>Suggested Time</u>	<u>Actual Time</u>
1. Explain the Title(s) of the Program	02 minutes	_____
2. Analysis of a Jerk	08 minutes	_____
3. Why Do We Need To Be <i>Taught</i> How To Pick A Partner?	08 minutes	_____
4. Two Purposes of the P.I.C.K. Program	02 minutes	_____
5. Five Features of the R.A.M.	20 minutes	_____
6. F.A.C.E.S. and Summary	03 minutes	_____
7. Total	43 minutes	_____

## INSTRUCTOR EVALUATION FORM FOR SESSION TWO

To understand how easy or difficult the content of this session was to teach, please rate your accomplishment of the lesson goals indicated below on a 1 to 5 scale.

Responses: 1 Not taught; 2 Very difficult to teach this point; 3 Somewhat difficult to teach this point; 4 Somewhat easy to teach this point; 5 Very easy to teach this point

___	<b>1</b>	<b>Understand the concept of the <i>Delusion of Disassociative Development</i>, and the social changes that have fostered this common, misleading viewpoint.</b>
___	<b>2</b>	The myth of disassociative development affects the people in the age range of teens to early thirties (first time marriages) more than older adults. This is due to the enthusiasm of young adulthood and becoming independent for the first time.
___	<b>3</b>	<b>Define and describe the necessary ingredients for effectively changing negative or unhealthy past family patterns.</b>
___	<b>4</b>	There are four important ingredients needed to facilitate change in the effects of someone's family patterns and background: a willingness to work hard at self-improvement, insight into yourself, new information, and time for growth.
___	<b>5</b>	Premarital insight and change is more easily accomplished than marital change. This is probably due to the nature of the premarital relationship... there is an insecurity that tends to foster an openness to change. In marriage, there is an increasing "comfortableness" that lessens the willingness to work on improving.
___	<b>6</b>	<b>Develop insight into the ways that patterns from the family of origin influences the relationship and roles one establishes in marriage.</b>
___	<b>7</b>	The past family patterns to examine are often related to the management of anger and aggression, the expression of affection, and the division of roles and "power" in the home.
___	<b>8</b>	The mood of a home is affected by the degree of balance in each of four continua: how authority was managed, the delegation of responsibility, the degree of attention shown to the children, and the ways territory (rights, ownership, etc.) was shared. These patterns shape the mood and closeness of the family. They also indicate patterns which will often be replicated.
___	<b>9</b>	Three parental relationships are important to explore. 1) Your relationship with the parent of the same sex. This is the primary influence in your identity. 2) Your relationship with the parent of the opposite sex. This creates deep seated feelings and attitudes toward a spouse (after you are married). It can be considered a "lens" that you will look through at the spouse in your future marriage. 3) Your relationship with the parent you most connected with in closeness or conflict. This is often the parent you become most like.
___	<b>10</b>	<b>Gain a working definition of the conscience and how to gauge its quality.</b>
___	<b>11</b>	The <i>regulator</i> function of the conscience. It is like an internal parent who reminds a person of right and wrong.
___	<b>12</b>	The <i>transporter</i> function of the conscience. This prompts empathy and understanding about the way someone else feels because of what you are doing or saying.
___	<b>13</b>	The importance of <i>patterns</i> . Some of the signs of a conscience are found in the little ways a person acts or lets you know that they understand how you are feeling.
___	<b>14</b>	Contradictions between the family and conscience. If a person seems very conscientious, but has come from a family background where this was not practiced, then you need to closely explore the possibility that this "conscientious behavior" is only in the person's "dating" repertoire. If this is the case, then after your marriage to him or her, there will no longer be this conscientious consideration. Do not be fooled.

_____	<b>15</b>	The conscience mediates the relationship skills a person chooses to use in a relationship. A healthy conscience with well-developed relationship skills produces a great potential for a loving partner.
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Any area(s) of the lesson that you felt was irrelevant?    Yes            No    Please Explain.

Any suggestions?

In order to determine how much time is necessary to fully explore each of the session’s main points, it is important that we know whether the suggested time is truly appropriate when teaching the material. Please note the actual time it took to cover the sections below.

<u>Section</u>	<u>Suggested Time</u>	<u>Actual Time</u>
1. Explain the Delusion of Disassociative Development	10 minutes	_____
2. Identify the Ingredients for Effective Change	03 minutes	_____
3. Exploring Family Background (“F”)	20 minutes	_____
4. Attitudes and Actions of the Conscience (“A”)	08 minutes	_____
5. Summary and Assignments	02 minutes	_____
6. Total	43 minutes	_____

### INSTRUCTOR EVALUATION FORM FOR SESSION THREE

To understand how easy or difficult the content of this session was to teach, please rate your accomplishment of the lesson goals indicated below on a 1 to 5 scale.

Responses: 1 Not taught; 2 Very difficult to teach this point; 3 Somewhat difficult to teach this point; 4 Somewhat easy to teach this point; 5 Very easy to teach this point

_____	<b>1</b>	<b>Gain understanding into the importance of compatibility in three key areas: personality, values and lifestyles.</b>
_____	<b>2</b>	Differences which are respected and admired can be assets to a relationship. However, you must be sure that you will not resent these differences over time.
_____	<b>3</b>	<b>Learn how to explore and understand the relationship patterns a prospective partner has with others.</b>
_____	<b>4</b>	Previous relationship patterns are very important to explore and understand. The detective technique suggests that you ask indirect questions or probes and do not let on what you may be concerned about. Instead, you check it out later in the relationship to determine if this concern is valid.
_____	<b>5</b>	“Beware of casting new characters to the same old script.” It needs to be emphasized that you can keep replaying a pattern from a previous relationship with just a new person. This is true for you, not just others. Look at <u>your</u> track record and see if there are any repeating patterns that you need to adjust.

___	<b>6</b>	Be careful of the “messiah complex” (I can fix you) or the “no one has loved me like you have” because these experiences usually indicate a history of problems in past relationships.
___	<b>7</b>	<b>Understand the components of healthy communication and conflict resolution.</b>
___	<b>8</b>	Words and emotions need to be congruent in a person’s relating ability. If there is a discrepancy between what they are saying and what emotion is being expressed, then communication will be confusing and even misleading.
___	<b>9</b>	There needs to be a MUTUAL self-disclosure between the couple. This means that both are opening up and listening.
___	<b>10</b>	In the communication in a relationship, there are positive and negative messages that are communicated both verbally and nonverbally. No matter what style of conflict management you have, a significantly higher communication of positive messages is essential for maintaining closeness and intimacy. In fact, it seems that there are five positive messages needed for every one negative if a marriage is going to survive (just think what it takes to make a marriage thrive).
___	<b>11</b>	Openness should not occur too fast, or in too short of a period of time.

Any area(s) of the lesson that you felt was irrelevant?    Yes        No    Please Explain.

Any suggestions?

In order to determine how much time is necessary to fully explore each of the session’s main points, it is important that we know whether the suggested time is truly appropriate when teaching the material. Please note the actual time it took to cover the sections below.

<b>Section</b>	<b>Suggested Time</b>	<b>Actual Time</b>
1. Explore the Compatibility Potential (“C”)	15 minutes	_____
2. Explore the Examples of Other Relationships (“E”)	10 minutes	_____
3. Explore the Skills for Relationships (“S”)	15 minutes	_____
4. Summary and Assignments	03 minutes	_____
5. Total	43 minutes	_____

## INSTRUCTOR EVALUATION FORM FOR SESSION FOUR

To understand how easy or difficult the content of this session was to teach, please rate your accomplishment of the lesson goals indicated below on a 1 to 5 scale.

Responses: 1 Not taught; 2 Very difficult to teach this point; 3 Somewhat difficult to teach this point; 4 Somewhat easy to teach this point; 5 Very easy to teach this point

___	<b>1</b>	<b>Deepen one’s understanding and self-reflection of three common causes of unhealthy relationship patterns.</b>
___	<b>2</b>	Idealization: filling in the gaps with characteristics and traits from your ideal image rather than from your experiences with the person.
___	<b>3</b>	There are unique problems with relationships after divorce. The need for companionship and security is often too great and results in a prematurely constructed “trust picture” that is more like what the divorcee WANTS than what the other person is really like.
___	<b>4</b>	Identification: maintaining an imbalance in an area of your personality, and trying to balance it by choosing someone who had the same degree of imbalance but in opposite direction (or with the opposite characteristic or trait - e.g. you are overly timid and he/she is overly aggressive). “Fix yourself first, rather than attempting to use the relationship to balance you.”
___	<b>5</b>	Incarnation: reenacting a previous relationship pattern with just a different person.
___	<b>6</b>	<b>Learn a practical definition of <i>trust</i> and <i>reliance</i> and how they can be developed in safe ways.</b>
___	<b>7</b>	Define trust as a “belief” in someone. This <i>belief</i> is more than a feeling... it has thought and content. This is why your pieces of knowledge about someone are put together in your mind to become a picture or <i>opinion</i> of what that person is like. This picture has positive and negative characteristics to it. As a result, you determine the extent of your <i>trust</i> in the other person according to this mental picture. This is what the R.A.M. calls your “trust picture.”
___	<b>8</b>	Although trust and reliance are related, they are not identical. Reliance is the degree to which you depend on someone to meet some need you have. Trust is the belief that this person will follow through and actually meet that need.
___	<b>9</b>	You form a trust picture of other people. But as this is forming, it is affected by other “mental pictures” like <i>stereotypes</i> , <i>associations</i> and your <i>ideals</i> . As a result, you consciously and unconsciously are initially comparing a person to these mental images.
___	<b>10</b>	The “trust picture” takes time to test out. You may think you know someone you have just recently met (intuition), but only over time and tested/proven reliance upon the other person will you ever be sure of your trust.
___	<b>11</b>	<b>Gain understanding of eight characteristics of a trustworthy person.</b>
___	<b>12</b>	<b>Develop a practical approach to determining the pace for investing trust and reliance on a prospective partner.</b>
___	<b>13</b>	The I.R.A. describes the process of building trust. It begins with investing (I) some belief in the person that they have not yet earned. If the person fulfills your need then you adjust your mental image of them and depend on them a little more. The key is to take time to build this trust and to only rely on a person a little beyond what you have been able to trust them previously. There should be a reciprocity (R) in the relationship... a give and take so that you are trusting and being trusted. These experiences accumulate (A) and produce changes in your mental “trust picture,” and your feelings of attachment to the person.

Any area(s) of the lesson that you felt was irrelevant?    Yes        No    Please Explain.

Any suggestions?

In order to determine how much time is necessary to fully explore each of the session’s main points, it is important that we know whether the suggested time is truly appropriate when teaching the material. Please note the actual time it took to cover the sections below.

<b>Section</b>	<b>Suggested Time</b>	<b>Actual Time</b>
1. The Interaction Between Trust and Reliance	10 minutes	_____
2. Three Common Causes of Unhealthy Relationships	15 minutes	_____
3. Eight Characteristics of a Trustworthy Partner	08 minutes	_____
4. Three Practical Principles for Pacing Reliance	08 minutes	_____
5. Summary and Assignments	02 minutes	_____
6. Total	43 minutes	_____

#### INSTRUCTOR EVALUATION FORM FOR SESSION FIVE

To understand how easy or difficult the content of this session was to teach, please rate your accomplishment of the lesson goals indicated below on a 1 to 5 scale.

Responses: 1 Not taught; 2 Very difficult to teach this point; 3 Somewhat difficult to teach this point; 4 Somewhat easy to teach this point; 5 Very easy to teach this point

___	<b>1</b>	<b>Deepen an understanding of the traits of commitment, and how to identify a prospective partner who has <i>commitment potential</i>.</b>
___	<b>2</b>	Emphasize the importance of men taking an active role in the relationship throughout the premarital time and into the marriage. They need to be co-managers of the intimacy and closeness.
___	<b>3</b>	<b>Gain a measurement of the risks of staying too long in a relationship from understanding the constraining forces of commitment.</b>
___	<b>4</b>	The negative force (desist) of commitment is also an important concept to understand. Emphasize the value of these for a healthy relationship; but also the serious problem with staying in an unhealthy premarital relationship because of the “desisting” force.
___	<b>5</b>	<b>Learn about the emotional and physical bonding effects of sexual chemistry and touch.</b>
___	<b>6</b>	Those who waited until marriage to consummate their sexual relationship had the highest ratings of romance after they were married (according to one large study).
___	<b>7</b>	One’s <i>attitude</i> of the marital relationship (e.g. it is sacred; it is a lifelong commitment; it is the only relationship where complete sexual openness is acceptable and honorable) seems to determine a lot of his/her <i>experience</i> in marriage. Positive marital satisfaction is higher when sexual self-restraint is practiced in the dating relationship to honor these attitudes about marriage.
___	<b>8</b>	<b>Identify the risks for premature sexual involvement.</b>

___	<b>9</b>	The quality of how you are treated in a premarital relationship does not necessarily guarantee that treatment in marriage.
___	<b>10</b>	Over-attachment often occurs when a premarital couple becomes sexually active. This over-attachment alters your judgment so that you tend to minimize problem areas that may be detrimental in your marriage.
___	<b>11</b>	“The values you use will determine the partner you choose.”

Any area(s) of the lesson that you felt was irrelevant?    Yes            No    Please Explain.

Any suggestions?

In order to determine how much time is necessary to fully explore each of the session’s main points, it is important that we know whether the suggested time is truly appropriate when teaching the material. Please note the actual time it took to cover the sections below.

<b>Section</b>	<b>Suggested Time</b>	<b>Actual Time</b>
1. Defining Commitment	20 minutes	_____
2. Establishing Sexual Boundaries	20 minutes	_____
3. Summary	03 minutes	_____
4. Total	43 minutes	_____

## **APPENDIX C**

### **End of Year Instructor Feedback Form and Interview Questions**

1. What strategies did you use to promote the program at your site?

- ❖ Which strategies were most effective?
- ❖ Which ones were least effective?
- ❖ What would you do differently in terms of promotion?

2. What aspects of the program did participants respond to/connect with more positively?

- ❖ What parts of the program were less appealing and why?

3. What challenges did you experience in offering this programming?

- ❖ How did you overcome those challenges?

4. What recommendations would you have for other military chaplains/instructors who are interested in teaching this program?