



Module 3

Offering Relationship and Marriage Education (RME) in Your Community

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Slide 1: Introduction

Hello, and welcome to this on-line module about planning relationship and marriage education in your community. I am Charlotte Shoup Olsen, Associate Professor and Extension Specialist at Kansas State University. I am Karen Shirer, Assistant Professor and Extension Specialist from Michigan State University.

Slide 2: Objectives

In this module, we are going to discuss principles and strategies for designing relationship and marriage education programs with a thoughtful, responsible approach. Many of us have been in the situation in which we firmly believed a program was a huge need in the community, but one for which no one signed up for it. We want to give you some tips to avoid this situation!

In addition to this very particular focus, we are going to help you address some of the more political and controversial situations that may arise while planning relationship and marriage education programs. In the planning process, you will be making very important decisions about who you will serve, what you will teach and who will teach it. At times, you might find yourselves in conflict with your partners on how to deal with these very aspects of program planning. Hopefully, you will leave this presentation with some skills and knowledge to deal effectively with program planning and implementation in your community. Now Karen will share a scenario that may reflect your own situation.

Slide 3: Sally

I would like to begin our session today talking about Sally, a community-based educator in Northern County of Any State. She has worked for a cooperative extension service since 1985 when she made a career change from being a family and consumer sciences teacher at the local high school. Sally has loved working in her community. Over the years she has worked with community partners to offer child care training, education for divorcing parents, nutrition education, and money management. When residents see her in the local supermarket, Sally is instantly recognized as the helpful person from the extension office.

* Olsen, C. S. & Shirer, K. (2006). Offering Relationship and Marriage Education (RME) in Your Community. Paper presented at the 2006 Annual Family Life Electronic Seminar Series: Relationship and Marital Enrichment Education. Retrieved [Add Date], from <http://hec.osu.edu/eseminars/rme/>



Relationship & Marital Enrichment Education

Annual Family Life Electronic Seminar Series ♦ April 3 - 14, 2006

Slide 4: Sally Recently Learned About...

Recently at a meeting of the county human services board, Sally learned about a new initiative in her state called the *Any State Marriage Initiative*. The state's new governor is very interested in reducing divorces in the state and ensuring that as many children as possible grow up in homes with two parents. A key strategy in the initiative is to train community-based practitioners like Sally to deliver an already-developed marriage education curriculum. In return for the training, trainers agree to deliver the curriculum to three different groups in their community over the next year.

Slide 5: Sally is debating what to do.

Sally is intrigued by this project, but is not sure if it is right for her. She taught dating and relationships to her high school students over 20 years ago. In addition, she had worked on teaching divorcing parents how to support their children through this transition. Marriage education would be a great way to prevent divorces. She knows the curriculum would help her get over her anxiety about teaching communication skills; her skills are pretty rusty in that area. But how would she even begin to recruit an audience for one training while the contract requires three trainings?

Slide 6: Sally has questions.

Sally also has other questions. Who will she partner with to offer the classes? Is this even a need in her community? Where would she even begin? How will she handle situations in classes where conflict between a couple might escalate out of control? How will she handle domestic violence situations? What if same sex couples are interested in attending the relationship and marriage education? She knows the governor is very conservative and a state constitutional amendment was just passed that defines marriage between a man and a woman.

Slide 7: You may be a lot like Sally.

You may be a lot like Sally. You are interested in offering relationship and marriage education in your community but are not sure if you have the content expertise. In addition, you may be unsure of how to recruit an audience and who would be willing to partner with you. Lastly, you may feel uncomfortable in dealing with controversial issues like same-sex relationships or couple conflict and domestic violence.

Many of you have a great deal of experience planning educational programs for parents and families in your community. For example, you may routinely offer parenting, nutrition and money management classes. But marriage and relationship education may be a new area for you and you might have some questions about how to go about planning a program of this nature. Be assured, you already have many of the skills and knowledge needed to successfully deliver relationship and marriage education in your community.



Relationship & Marital Enrichment Education

Annual Family Life Electronic Seminar Series ♦ April 3 - 14, 2006

Slide 8: This session will address:

This session is designed to enhance these skills and give you ideas for how to deal with questions that might arise in planning relationship and marriage education programs. In particular we are going to answer these questions:

1. What do you need to know as a professional to plan relationship and marriage education that produces positive outcomes for the families you serve and the community?
2. How do you work with others in the community to offer relationship and marriage education especially when controversial issues arise?
3. What are the different elements that you need to consider when planning relationship and marriage education?

Slide 9: Three Parts

To answer these three questions, we have divided this presentation into three parts.

- Part I covers the professional competencies for planning relationship and marriage education. Most likely, we will introduce you to some concepts that you had not considered before today.
- Part II talks about planning community-based relationship and marriage education as a social activity involving negotiation, reciprocity, and power.
- Part III describes a framework to guide planning of relationship and marriage education programs in the community.

I am now going to turn the presentation back over to Charlotte and she is going to talk about parts one and two of the module presentation.

Slide 10: Part I: Professional Requirements for Delivering RME

As the case study of Sally shows, planning relationship and marriage education is not as simple as it first appears. Sally seems very aware of the areas where she needs to strengthen her own professional practice in order to get involved in this area. You will also want to think of your own professional capacity to plan and deliver these programs.

Scholars in the field of adult education (Cervero & Wilson, 1994) are helping us to understand three types of knowledge and skills needed to plan responsible community-based programs, including relationship and marriage education. Most of us focus on the practical skills needed for program planning, but that is not enough. In addition, we need to acquire an ethical vision of what we think would be beneficial relationship and marriage education. This requires thinking about the values and beliefs that guide your decision-making, and what you hope to accomplish through your program planning efforts. Along with an ethical vision, we need to develop the negotiation skills that enable us to effectively partner with the numerous constituencies in our communities. Let's look at each of these requirements a little more in depth.



Slide 11: Technical Skills & Knowledge

The practical skills and knowledge (sometimes called “technical”) probably look familiar to you. Over time, a variety of program planning models have been developed and tested that incorporate these steps. A successful community-based professional uses these knowledge and skills to design and implement new programs as well as to sustain programs over time. The reference list for this presentation gives a number of citations if you want to learn more about them (Apps, 1979; Hughes, 1994; Dumka, Roosa, Michaels, & Suh, 1995; & Taylor-Powell, 2005). These models all share these critical steps:

- Bring to the planning table all relevant stakeholders (both those who support your efforts and those who do not)
- Identify community needs and strengths in order to develop a comprehensive understanding of the current situation including what factors can be changed for the target audience(s)
- Design and implement the program
- Conduct an evaluation that shows the program impact as well as the effectiveness of the entire programming process
- Re-design the program and continue implementation.

We'll talk more about this planning process later in the module presentation. In addition, other modules in this series will provide more information on these critical principles, including: A Framework for Using Research and Evaluation in Marriage Education Programming; Working with Low-Resource and Culturally Diverse Audiences; and Building Community Capacity to Support Healthy Marriages.

Slide 12: What is your ethical vision for RME?

The next requirement for professionals delivering relationship and marriage education is to think about and develop an ethical vision for this kind of programming. As a planner of community-based education, you continually make decisions and resolve problems related to planning. Just the fact that you decide relationship and marriage education programs need to be offered in your community implies this program is important. You are making a statement of your vision to the community. You are stating that it is a good use of public and private resources to help people gain these skills and knowledge to improve their lives and that of their families, to increase the well-being of their communities, and to ultimately meet the needs of our society and the world (Cervero & Wilson, 2001).

Your ethical vision includes your personal beliefs related to program planning for improving people's lives and can be answered with these questions:

- What do you see as the purpose of relationship and marriage education for the families in your community? What do you hope to gain? What outcomes or impact do you hope to see? Will the participants you hope to recruit share this same purpose?



Relationship & Marital Enrichment Education

Annual Family Life Electronic Seminar Series ♦ April 3 - 14, 2006

Slide 13: Other Ethical Considerations

Other questions to ask yourself are:

- What do you think is the best way to go about program planning? Do you believe that planning needs to include all relevant stakeholders, including other organizations and participants? Engaging other interested groups in your community and allowing their voices to be heard during program planning and delivery indicates that you value a democratic planning process and participation of all key stakeholders, and that those who are most impacted by the proposed program need to have a say.

By asking insightful questions throughout the program planning process, you are giving ethical consideration to such issues as:

- What do you believe about adult learners? Do you see them as empty vessels that passively permit you to “fill them up”? Or do you see them as having rich experiences and much to contribute to the educational environment?
- How do you believe people learn? By sitting and listening? By becoming actively involved? In groups or alone?

Thinking about these questions is important as you embark on this new area of program planning. We highly recommend that as you work with community partners you discuss these questions together and come to agreement on the ethical vision you have for your work together on relationship and marriage education. Later in this presentation, we will provide more questions to guide this aspect of planning.

Slide 14: Political Skills & Knowledge

As a program planner, you do not work in a vacuum, and therefore, cannot ignore the context in which you work. You need to consider the people you work with, the organization you work for, and the larger community in which you work. As a result, planning becomes “political.”

Politics is important when considering community-based program planning. The politics of the community matters in responsible program planning. A family life educator needs to understand the community’s power relationships and who has a vested interest in relationship and marriage education. What agencies, organizations, and individuals can ‘make or break the program’?

Slide 15: Other Political Considerations

Being sensitive to timing is important for program success. For example, the federal initiative of promoting healthy marriage has to be considered and how it fits into the mix among your community’s interested parties. The skills and knowledge needed to do this effectively include being able to work with others, to develop trust, to locate opposition and support, and to understand the informal ‘ropes’ as well as the formal community structures (Forester, 1989, as quoted in Cervero & Wilson, 1994). This takes us into Part II where political skills and knowledge will be discussed more in detail.



Relationship & Marital Enrichment Education

Annual Family Life Electronic Seminar Series ♦ April 3 - 14, 2006

Slide 16: How do I work with others in the community to offer RME?

Planning a community educational program is a social activity. That means an effective and successful family life educator does not work in isolation, but works with others to plan, deliver and evaluate programs. Others may have more power and a big say in deciding the purposes, content, and format for a program to be successful. To quote two adult education researchers, Cervero & Wilson (1994), "...educational programs are constructed by people with particular interests who have relationships of power with each other."

Slide 17: Examine Your Assumptions.

A first step to effectively working with others is intentionally thinking through your personal and your organization's assumptions about the program and your community (Taylor-Powell, 2005). Here are some key and insightful questions to help you begin to explicitly think about your assumptions.

- What are my assumptions about relationship and marriage education?
- What are my assumptions about the community's readiness, or even my own organization's readiness and my own personal and professional readiness for relationship and marriage education?
- What are my assumptions about the people in the community who might have a vested interest? Who are they and why do they have a vested interest?

Slide 18: Analyze what is going on in the community and the larger environment.

It is also important to ask oneself, *what is happening in my community and the larger environment that would impact relationship and marriage education?* In Sally's case, the new governor's Healthy Marriage Initiative was diffusing the concept of marriage education into the community. Sally now needs to learn more about how the community views this initiative and marriage education as she embarks on this program area. Sally also needs to consider how the new state constitutional amendment on the definition of marriage might impact her planning efforts. Her partners in this program also need to explore their assumptions about relationship and marriage education, their readiness and their vested interests in this initiative.

Slide 19: Awareness of Relevant External Factors

A program planner needs to be well aware of any relevant external factors in the community or in the larger environment. Ignoring the beliefs about the potential program, the people involved, and the context in which a program would be implemented could lead to a lack of interest in the program, low participation, and even conflict among community groups and members.

For example, let's say you assume that affirming marriage does not imply that an individual remain in a physically or emotionally abusive relationship. Can you assume that other persons that have the power to impact your program planning have the same assumption? Thinking of your own community, can you identify community partners who may have a differing view?

Another example: in today's political and social climate, the definition of who can legally marry is another assumption that needs very intentional thought as people's perspective on this issue will have critical importance in your program planning. What are your assumptions? What is your organization's



Relationship & Marital Enrichment Education

Annual Family Life Electronic Seminar Series ♦ April 3 - 14, 2006

perspective? What about your partners? Can you have an open and thoughtful conversation about each other's perspectives?

Knowing how and when to respond to differing assumptions in an ethical way is the key to nurturing a democratic planning process. We will discuss the next two important requirements to successfully navigate these potential conflicts – reciprocity and negotiation.

Slide 20: Part II: The Importance of Reciprocity and Negotiation

Reciprocity is a practice that involves exchanging resources with others for mutual benefit. Negotiation involves discussions aimed at reaching an agreement or reciprocity. We often call these two processes "collaboration." If we are successful in our negotiations and reach reciprocity, we often describe it as successful collaboration.

A program planner needs skills to be reciprocal and to negotiate between conflicting interests like the examples we just identified. It also means remembering that relationships of power among interested community organizations and persons are never constant and can shift as program planning proceeds. An effective planner is aware of the exchanges that occur and watches for potential conflict that can undermine successful collaborations.

Slide 21: Skills of Reciprocity & Negotiation

Skills of reciprocity and negotiation begin with asking ethically insightful questions at the right time and place. Central ethical questions to getting started in program planning are:

- Whose interests are to be represented?
- How will those persons be represented?
- When should they be involved (Cervero & Wilson, 1994)?

These questions are vitally important for community-based programming and inherently involve power relationships. For example, if your organization is interested in offering relationship education to youth, you need to ask yourself and your partners whose interests will be represented in the program. You may be interested in promoting abstinence education with youth and teaching this through assertive skills. However, others in your group may want to include information on family planning. And if you were to ask youth what they wanted, what would their answer be? Would you listen to their answers?

Even more important, how do you involve youth not only in identifying needs and interests, but also in decision making about the program content? Typically youth are not involved in decision making about programs that are designed for them.

Slide 22: More on Asking Ethically Insightful Questions

Intentionally thinking about the questions you ask others helps to move the program planning process along. A program planner needs to be clear on what issue is being addressed as well as who should be asked to answer.

A strategic question does not allow a situation to stay stuck, but creates *motion* by generating new options to consider equally. Questions that ask "why" or require only a "yes" or "no" answer generally



Relationship & Marital Enrichment Education

Annual Family Life Electronic Seminar Series ♦ April 3 - 14, 2006

stop discussion and do not generate alternatives. Strategic questions are empowering because they imply confidence in the person being asked. However, it is important that these questions not be manipulative or perceived as such.

Addressing taboo issues must be done delicately because they can challenge the values and assumptions that the whole issue rests upon. For instance, going back to the earlier example of who can be legally married, a community-based marriage education planning process may stall if no one is willing to take up the risk of having a conversation about this issue. Finally, questions easy to understand will be easier to answer than long, complex questions that create confusion and maybe even distrust (Peavey, 2004). For example, the question, "How should we recruit our audience?", is more easily understood and has a more definite focus than a question like, "What are the marketing strategies necessary in attracting persons to programs in which one or both partners need to attend?"

Slide 23: Ground Rules for Messy Conversations

Asking questions is integral to having a formal conversation process in community-based program planning. Margaret Wheatley (2002), a scholar in the field of leadership, describes several principles necessary for persons who may have differing viewpoints to start the process of listening to each other. Acknowledging each other as equals is not always easy with the reality of power relationships within a community, but we need each other. We need each other for expanding our programming ideas. Being curious about each other requires humility and helps the conversation become more truthful, but takes time to happen.

The third point about recognizing that we need each other's help to become better listeners is merely about stopping to take time to listen and learn from each other. Listening helps us to slow down to reflect and think. Language is a means by which we get to know each other, but interrupting others, monopolizing the conversation, or speaking too fast drives others away from us. Even though conversations can get messy, the important issue is that everyone is heard or is given an opportunity to be part of the conversation. It may take time to make sense of the conversation, but it is necessary for thinking, getting things done, and creating richer relationships in community-based programming. Now Karen is going to talk about different elements to consider in community-based program planning.

Slide 24: Part III: What are the different elements that you need to consider when planning?

We've spent a great deal of this presentation talking about asking the right questions. But you might have questions about what specific program planning questions look like. In this last part of the presentation, we are going to give you a list of possible questions to guide your planning efforts. They do not replace the questions we discussed earlier about an ethical vision, and reciprocity and negotiation but they will help work through the practical aspects of planning relationship and marriage education programs.

Slide 25: Urban Institute Study

In 2004, the Urban Institute published the results of an investigation they conducted on existing programs to strengthen and support healthy marriages (Macomber, Murray & Stegner, 2005). We have included the link to the final report in the bibliography for this module. For this presentation, we adapted the framework that the researchers used to review programs in order to create a list of questions to guide program planning for relationship and marriage education.



Relationship & Marital Enrichment Education

Annual Family Life Electronic Seminar Series ♦ April 3 - 14, 2006

Slide 26: Four key aspects of the framework

The strength of the framework developed by the Urban Institute lies in its analyses of the context for marriage education and its identification of key aspects of the landscape of marriage education. In the framework, you will find room for the kind of community-based programming you are most interested in offering. Researchers identified four key aspects of understanding the landscape for potential marriage programs:

- Environment, which includes all federal, state and local policies, public and private initiatives, funding streams to support marriage education, and the socio-political climate.
- Setting, which is the physical location where the program is delivered and generally where the program operates.
- Educational program involving some face-to-face interaction with participants.
- Clients, which includes the persons being served by the program.

We took these four areas and created a list of questions that can guide your planning of relationship and marriage education. This handout, "Guidelines for Planning Programs for Relationship and Marriage Education," is available on the module website and we encourage you to have a copy on hand as we discuss each aspect.

Slide 27: Environment – Funding

Planning relationship and marriage education does not occur in isolation from what is happening in the larger environment. These influences will affect the development, implementation and operation of a relationship and marriage education program. If we go back to Sally, she is considering getting involved in relationship and marriage education as a result of a state-level healthy marriage initiative. She is probably hoping that funding will become available to support her efforts. Plus she is able to obtain training at no financial cost.

Funding includes how planners hope to support relationship and marriage education. You can consider one of three funding structures:

1. Mixed sources with funds from a variety of sources including government grants, foundation grants, client fees, and private donations.
2. Client fees can be charged. Some programs rely solely on client fees to cover costs. This gives them more flexibility, but their services can be much more expensive.
3. Public funding in which social service agencies might have government funding for relationship and marriage education. This could mean redirecting current funds to marriage education efforts or obtaining additional funding.

Slide 28: Environment – Healthy Marriage Initiatives

A second part of the environment is involvement in local, state and/or federal healthy marriage initiatives. You may work in a city or town that has initiated a healthy marriage initiative. You may also have received federal funding that is a part of the Healthy Marriage Initiative. An important set of questions you need to consider focus on your awareness and participation in these healthy marriage



Relationship & Marital Enrichment Education

Annual Family Life Electronic Seminar Series ♦ April 3 - 14, 2006

initiatives. You may be fully on board, still deciding if your program will be a part of it, or have decided that it is not a good fit. Again, these questions need to be discussed with your partners in offering relationship and marriage education.

Slide 29: Environment – Existing RME Programs in the Community

Lastly, your group needs to consider what relationship and marriage education is currently being offered in the community. If there is education available and the providers are not involved in your effort, do you want to bring them into your planning process?

Slide 30: Setting for Relationship and Marriage Education

The setting for relationship and marriage education is the location where the program is delivered and the organizational context in which the program operates. There are four elements of setting that you will want to consider in your planning. The first element to consider is the organizational setting. You want to ask yourself and your planning group whether the program will be free standing or a part of a menu of programs offered by an organization or collaboration. You want to consider if you want your educational program to be a joint effort with another organization.

Slide 31: Setting – Collaboration

The second element you want to consider is collaboration. How formally will you collaborate with your partners? Sometimes we use other organization's space for meetings or we get referrals from another agency. These arrangements tend to be more informal. You may decide that you want a more formal arrangement that includes a memorandum of agreement or even a contract.

Slide 32: Setting – Staffing

The third element of the program setting relates to staffing decisions. What kind of credentials, background and training do you want your facilitators to have? You have a number of choices here and whom you decide to use will determine the training needs of these trainers and the level of supervision that they might need.

Slide 33: Setting – Range of Services

The last element of setting focuses on the range of services that your program will offer. You will need to determine what level of services related to relationship and marriage education you will offer. Maybe your organization and collaboration just want to offer educational programs. Or maybe you are working with an audience that might need additional services, like therapy, job training, or even intensive family support services.

Slide 34: Program Participants – the Population Served

This aspect focuses on the people who will be served or reached by the relationship and marriage education program. To effectively target your program, there are three key areas you want to focus on: the population served; attendance issues; and the target stage of your participants. First, for the population you hope to serve, you will need to identify the income group you hope to reach. Most curricula have been designed for middle or upper income couples of European descent. Typically,



Relationship & Marital Enrichment Education

Annual Family Life Electronic Seminar Series ♦ April 3 - 14, 2006

relationship and marriage education has not been offered to low-income audiences. As a result, there not many curricula developed.

Several years ago Michigan State University Extension worked with the Michigan Department of Human Services to develop a relationship and marriage education curriculum for low-income, unmarried new parents. If you are interested in this target audience, there are several approaches you might take. You can refer clients to a provider of relationship and marriage education in your community or you can integrate education into your existing menu of services, either by adapting a curriculum like Caring for My Family or other available curricula and resources. The Cooperative Extension Services in most states has access to a number of relationship and marriage education resources.

Slide 35: Program Participants – Attendance Issues

The second area you want to consider when making decisions about your program participants focuses on attendance issues. How many participants do you hope to serve considering the audience you hope to serve? Your target audience will determine whether or not potential participants will encounter barriers to participation.

If you are serving low-income couples, you will need to think carefully about location, providing child care, and other issues. In addition, think carefully about how you will recruit and enroll people into your program. Identify avenues for inexpensive ways to get the word out about the program, depending on your target audience. It may be through news releases, TV and radio spots, newsletters, school announcements, community groups such as social services coalitions and faith-based alliances, and flyers posted at grocery stores, laundry mats, and other businesses.

Slide 36: Program Participants – Targeting Your Audience

The final area of decisions related to program participants is targeting the program based on the participants' stage in the life course. Relationship and marriage education is not a one-size-fits-all program. Participants' stage in the life span will determine what content will best meet their needs. Is your program going to target couples that are premarital, having their first baby, in crisis, raising children, or empty-nesters caring for elderly parents? Or are you interested in reaching youth or young adults who are not yet in a serious relationship? Some communities are looking at ways to promote healthy dating and stem dating violence among youth.

Slide 37: Educational Program

Educational programs include any face-to-face interaction that occurs with the target audience. Macomber, Murray, and Stegner (2005) use the term "intervention" to describe this aspect of the relationship and marriage education framework. You may not be familiar with this term. Health care professionals often use this term to describe their services. Prevention specialists also apply this term to programs and services. We use it here because your program may include not only educational sessions that you offer through your organization, but also therapeutic and other services offered by human services agencies that are important for some program participants to attain healthy couple relationships.



Relationship & Marital Enrichment Education

Annual Family Life Electronic Seminar Series ♦ April 3 - 14, 2006

Slide 38: Educational Program – Curriculum

There are four elements of the educational program about which you will need to make decisions: curriculum, dosage, format, and approach. First, in terms of curriculum, think about these questions:

- Do you have an already-developed curriculum in mind for the program?
- Or do you plan to use pieces from several curricula?
- Or maybe you are planning to develop your own curriculum?
- Do you need to have a curriculum that has been translated into another language?

Whatever approach you take, be sure to include the target audience in the review and selection process. You want to be sure early that it will “sell” with the participants.

Slide 39: Educational Program – Dosage

Next you want to consider dosage. This term refers to the length of sessions and the number of sessions that you hope to offer in your program. Most of us already know that the higher the dosage, the more likely meaningful participant change will occur. We also realize that participants are very busy and oftentimes do not want to make large commitments of time to programs. You will need to find a happy medium.

Slide 40: Educational Program – Format

Next, you need to determine the format of your program, which refers to how the educational program will be offered. There are a variety of formats to follow, but we have broken them down into three basic approaches:

1. Work with only one individual or couple at a time. Oftentimes we do this in a home visiting format. This approach tends to be more therapeutic and costly, but can be better tailored to the couple’s specific needs.
2. Offer educational sessions to a group of individuals or couples. Oftentimes this format includes some lecture followed by interactive strategies to let participants practice what was learned.
3. Use support groups. This approach brings together a group to discuss specific topics with the help of a trained facilitator. It may or may not have a pre-planned list of topics or curriculum that is used.

Slide 41: Educational Program – Approach

Lastly, providers of relationship and marriage education programs can select a variety of approaches when delivering programs. There are three elements of approach that you need to consider:

1. Reasons for the program: There are generally three reasons. You may want to focus on all three purposes, but one of them will tend to dominate. First, is your primary purpose or reason for offering education to improve the couple relationship? Oftentimes, this purpose indicates that program planners believe that relationship and marriage education is the solution to other problems facing a couple. Second, are you interested in strengthening people’s human capital,



Relationship & Marital Enrichment Education

Annual Family Life Electronic Seminar Series ♦ April 3 - 14, 2006

including their education, job skills and income? Or, third, is your interest in helping people meet their basic needs for food and shelter so that they can address their personal relationships?

2. Focus: You need to decide if you want to focus your intervention on the couple, child or family. Most marriage curricula focus primarily on the couple and are designed to improve their communication skills. Many providers who are targeting low-income families are interested in targeting the child and the family as well as the couple, taking a more comprehensive approach. At the child level, this usually involves a focus on father involvement and co-parenting. At the family level, this may mean including other education like money management or balancing work and family, and providing family support services.
3. Orientation: This element of intervention involves decision about the professional orientation of the program. In other words, are you going to take more a therapeutic or clinical approach, or are you going to focus more on skill building? Very often, planners of relationship and marriage education try to take an approach that includes both orientations. Oftentimes, people will enroll in educational programs and they will discover that they need more intensive services than what the education can give. The facilitator needs to have providers of therapeutic service to which participants can be referred.

Slide 42: Using the Planning Guide for Relationship and Marriage Education Programs

To summarize part III, I would like to give you some suggestions for using the planning guide we just discussed. First, this guide is designed to be used by an organization or by a group of organizations that are working together to plan relationship and marriage education. You will want to be certain all relevant members of your planning team have the guide and understand how it is to be used.

Second, participation of the target audience throughout the planning process is critical. You can have the people with positions of power on your planning team, but if you neglect meaningful participation of the target audience, your efforts may fail.

Third, using this guide should be within the context of what was discussed in Parts I and II of this module. In particular, you want to be certain that an ethical vision for relationship and marriage education programs is developed and retained throughout the planning process. In addition, you need to be aware of and address the political dimensions of planning relationship and marriage education. Charlotte will now conclude this module on program planning. Thank you.

Slide 43: Conclusion

Thank you for your kind attention throughout this module presentation. Hopefully, you have learned many useful ideas and approaches to planning and implementing relationship and marriage education in your community or organization. It takes hard work. Our "ethical vision" for this module on planning programs was to prepare you to feel comfortable working with others and to give you a good understanding of the issues and aspects of program planning that you need to consider. We are hoping that you can be leaders in your organization and community as you move into this area of programming for children and families.



Module 3 References

Offering Relationship and Marriage Education (RME) in Your Community

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