

Module 4B/Lesson Plan Objective: 2-7

Given the Advanced Workbook, the “Worksheet: Marital Strengths,” and the PREPARE/ENRICH Manual, the participants will identify the six reasons for emphasizing strengths in a couple’s relationship, the top ten problem issues for unhappy couples, the six categories from which the top ten problem issues are found, the top ten strengths for happy couples, the four categories that significantly distinguish happy from unhappy marriages, the five categories to identify for building strong marriages according to the National Survey of Marital Strengths, and clarify the importance of Role Relationship to Marital Happiness.

Instructor Activity	Student Activity
<p>1. Explain where this skill fits in the larger scheme of the Advanced Workshop: --this lesson teaches the skill of using the “Worksheet: Marital Strengths” with the ENRICH Counselor Report, based on this national study.</p> <p>2. State the objective: --see the above objective, and slide 4, Objectives 2-7, Worksheet Marital Strengths.</p> <p>3. Explain what skill check the students will need to complete in order to show mastery of the objective: --the skill check is completing the “Worksheet: Marital Strengths” accurately, and completing an exam at the end of the Advanced Workshop.</p> <p>4. Explain /demonstrate the relevance of this objective/skill to the students: --the relevance of this objective is to pinpoint specific items within the ENRICH inventory based on the above findings that are applicable to the couple.</p>	<p>Students/participants will have the above materials in hand.</p> <p>Students should check mark or highlight the text boxes in their Advanced Manual that match the slides that are light green in color on PowerPoint projection, or as noted by the seminar director.</p> <p>Students ask clarify questions.</p> <p>Participants ask clarify questions.</p>

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<p>--see slides 5-6, Relevance of National Survey of Marital Strengths--Five Insights.”</p> <p>--an initial treatment plan and feedback will be completed in Module 4G.</p> <p>5. Demonstrate the Relevant Practice, if necessary:</p> <p>--the Seminar Director and the participants will complete the “Worksheet: Marital Strengths” together.</p> <p>Note any common errors to avoid or discriminations to understand:</p> <p>--Couple Flexibility and Role Relationship are two categories that directly influence each other.</p> <p>--the influence of Traditional and Equalitarian Role Relationships is crucial to understand for a couple’s relationship, directly influencing Couple Flexibility, a key characteristic for couple stability and satisfaction.</p> <p>6. Teach the content the student needs to know before they can practice the objective, if necessary:</p> <p>--Whether the student needs to know the results from the National Survey of Marital Strengths <i>before</i> using the worksheets is open to discussion. The Seminar Director may chose to involve the participants in using the Worksheets first (highly recommended, helpful for processing content), then explicitly present a discussion on the National Survey of Marital Strengths. One may do so for capturing the motivation of the</p>	<p>Participants ask clarifying questions.</p> <p>Participants follow along in their Advanced Manual and the Worksheets, completing the Worksheets as directed.</p>

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participant in using this new skill first--presented as a Modeling example, and *then, or secondly* **explicitly** clarify the results of this national study during the lecture, which is a presentation of the National Survey of Marital Strengths; *go through the Worksheet a second time when clarifying content.* Of course, the Seminar Director may present all the findings first, then secondly follow with the use of the Worksheets: relevant knowledge tied to relevant practice. A third option is to intersperse the lecture and the use of the Worksheets: such as lecture first about one finding from the national study, then use the appropriate page of the Worksheet for that finding; then return to lecture presenting another finding from the national study, followed by the appropriate page in the Worksheet, etc. The third option is outline in this Module/Lesson plan below.

The Modeling example would begin the Module with the Worksheets, then the explanations of the content as directed above. The Suggestion is to use the Modeling example approach.

Content follows:

- slide 7-8, Why Emphasize Strengths?
- slide 9-10, attitude in marriage;
- slide 11, Goals of Current Study;
- slide 12, Five Types of couples in ENRICH;
- slide 13, Five Types of Couples and Happiness;

Students may follow along in the Advanced Manual.

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Instructor Activity

Student Activity

--slide 14, Rational for a Study of Marital Strengths;
--slide 15, Review of the National Survey;
--slide 16, National Sample of Couples;
--slide 17, ENRICH Couple Inventory;
--slide 18, Statistical Power of Findings;
--slides 19, Couple Types and Strengths;
--slide 20, Couple Type & Problem Issues;
--slide 22-23, Top Ten Marital Problem Issues (slide 22, 23);
--slide 24, Introduce Worksheet Strengths Objective 2B;
--slide 25, 6 Categories from which the Top Ten Issues are found;
--slide 26, Do you emphasize Issues or Strengths?;
--slide 27, Objective 3;
--slides 28-29, Review Why Emphasize Strengths;
--slide 30-31, Review importance of couple attitude;
--slides 32-33, Present Top Ten Strengths of Happy Marriages, Objective 4B;
--slide 34, Introduce Worksheet Marital Strengths Objective 4B;
--slide 35, Present The Four Categories that Significantly Distinguish Happy from Unhappy Couples, Objective 5A; (especially note Couple Flexibility and Role Relationship influencing each other);

Worksheet Marital Strengths Objective 2B.

Worksheet Marital Strengths Objective 4B.

--slides 36-41, Specific items in Four Strengths, Objective 5B;

--**slide 42, Introduce Worksheet Marital Strengths Objective 5C;**

--slide 43, Top Five Categories for Predicting Strong Marriages, Objective 6A;

--**slide 44, Introduce Worksheet Marital Strengths Objective 6B;**

--slide 45-47, Present Roles & Marital Happiness; Note the importance of Role Relationship and the other Factors (slide 47);

--**slide 48, Worksheet Marital Strengths Role Relationship Exercise, Objective 7;**

--slide 49, Studies available on-line;

--slide 50, Empowering Couples book and Program;

--slide 52, Review Objectives 2-7;

--slide 53-54, Review Relevance of National Survey of Marital Strengths—Five Insights;

--slide 55, Questions and Comments.

7. Allow student to perform the Relevant Practice (objective), and provide timely feedback:

--the “Worksheets: Marital Strengths” are interspersed with the content, note #6 above.

8. Let students self-check whether they are ready to demonstrate their ability to perform the skill as the objective states, if necessary:

--ask students if they understand how to use the information from the National Survey of Marital Strengths, the specific items of the “Worksheets: Marital Strengths, Role Relationship & Happiness,” and how to incorporate these specific items in the initial treatment plan for the couple and feedback.

END of Module.

Worksheet Marital Strengths Objective 5C.

Worksheet Marital Strengths Objective 6B.

Worksheet Marital Strengths Role Relationship Exercise, Objective 7C.

Students ask any clarifying questions.