

**Module 3/Lesson Plan Objective 1:**

Given the Advanced Manual, students will be able to note the improvement for the PREPARE Program Group: improvement in eight relationship categories, change in couple typology, the consistency between couple typology and marital satisfaction, and value of helping couples move toward a Vitalized Couple type.

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**Instructor Activity**

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**Student Activity**

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1. Explain where this skill fits in the larger scheme of the Advanced Workshop:  
--this skill may be presented at any time during the Advanced Workshop, though earlier may be better. This lesson explains the benefit the PREPARE Program offers to couples. Counselors can be confident this Program may contribute to the couple's relationship health. (Seeing that this is an Advanced Workshop, the Counselors are already convinced in the value of the PREPARE Program. This lesson merely reinforces the Counselor's confidence. This lesson may not be necessary.)

2. State the objective:  
--see above, and slide 3, Objective 1.

3. Explain what skill check the students will need to complete in order to show mastery of the objective:  
--no skill checks; the Advanced Manual will provide a summary this information.

4. Explain /demonstrate the relevance of this objective/skill to the students:  
--see slides 4, 5, Relevance of PREPARE Outcome Study, and Implications of the PREPARE Outcome Study.

5. Demonstrate the Relevant Practice, if necessary:  
--not necessary- no relevant practice, other than following along in the Advanced Manual.

**Note any common errors to avoid or discriminations to understand:**  
--students need only to understand the benefit of the PREPARE Program for

The students have the Advanced Manual in hand.

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.

Students may ask questions for clarification.

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--couples—memorization of facts is not necessary.  
--distinguish between the PREPARE Outcome Study and the Longitudinal Study.  
6. Teach the content the student needs to know before they can practice the objective, if necessary:  
--there is no practice to this objective.  
**--Content follows:**  
--slide 6, Goals of PREPARE Outcome Study;  
--slide 7, describes 3 groups in the study;  
--slide 8, the counselors defined;  
--slide 9, the six couple exercises described;  
--slide 10, Four Types of Premarital Couples defined;  
--slide 11, the changes in the 3 groups;  
--slide 12, summary of Couple Satisfaction Scale;  
--slides 13-15, the results of PREPARE Outcome Study;  
--slide 16-21, the results of longitudinal study;  
--slides 22-24; review of objectives and relevance of PREPARE Outcome Study.  
7. Allow student to perform the Relevant Practice (objective), and provide timely feedback:  
--not necessary--no relevant practice.  
8. Let students self-check whether they are ready to demonstrate their ability to perform the skill as the objective states, if necessary:

Students may follow along in the Advanced Manual.

Students may ask questions for clarification.

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PREPARE Outcome Study**

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--ask students questions, such as “What facts can you share with a couple about the success of couples who participated in the PREPARE Outcome Study?”

--“What is the importance of Couple Type and marital satisfaction?”

Students will answer, citing facts, and perhaps even slide numbers and pages in the Advanced Manual.