

Theses and Dissertations

2020

Relationship education with college students: patterns of participation, recruitment, and benefits gained

Diana Velez
velez.diana.15@gmail.com

Follow this and additional works at: <https://digitalcommons.pepperdine.edu/etd>



Part of the [Psychology Commons](#)

Recommended Citation

Velez, Diana, "Relationship education with college students: patterns of participation, recruitment, and benefits gained" (2020). *Theses and Dissertations*. 1137.
<https://digitalcommons.pepperdine.edu/etd/1137>

This Dissertation is brought to you for free and open access by Pepperdine Digital Commons. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Pepperdine Digital Commons. For more information, please contact bailey.berry@pepperdine.edu.

Running head: RELATIONSHIP EDUCATION

Pepperdine University
Graduate School of Education and Psychology

RELATIONSHIP EDUCATION WITH COLLEGE STUDENTS: PATTERNS OF
PARTICIPATION, RECRUITMENT, AND BENEFITS GAINED

A clinical dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Psychology

by

Diana Velez

May, 2020

Kathleen Eldridge, Ph.D. - Dissertation Chairperson

This clinical dissertation, written by

Diana Velez

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF PSYCHOLOGY

Doctoral Committee:

Kathleen Eldridge, Ph.D.

Kelly Haer, Ph.D.

Stephanie Woo, Ph.D.

TABLE OF CONTENTS

	Page
LIST OF TABLES.....	v
ACKNOWLEDGEMENTS.....	vi
VITA.....	vii
ABSTRACT.....	xv
INTRODUCTION.....	1
Emerging Adulthood.....	1
Emerging Adults and Romantic Relationships.....	3
Relationship Education.....	6
Emerging Adults and Relationship Education.....	9
Efficacy of Relationship Education Among Young Adults.....	10
Need for Further Study.....	13
Purpose of the Project.....	15
METHODS.....	18
Procedures.....	18
Participants.....	19
Measure.....	20
Demographics.....	20
Recruitment.....	21
Group Characteristics.....	21
Benefits Gained.....	21
RESULTS.....	23
Research Question 1: Demographic Characteristics.....	23
Research Question 2: Sample Demographics Compared to University Population.....	24
Research Question 3: Recruitment Strategies.....	25
Research Question 4: Benefits Gained.....	25
Research Question 5: Relationship Between Demographics and Recruitment Strategies.....	27
Research Question 6: Relationship Between Demographics and Benefits Gained.....	27
DISCUSSION.....	30
Contributions.....	37
Limitations.....	39

REFERENCES.....42

TABLES.....51

 Table 1. Sample Demographics.....51

APPENDIX A: Extended Review of the Literature.....52

APPENDIX B: IRB Approval Notice.....112

APPENDIX C: Script for Introducing and Collecting Club Convo Survey.....114

APPENDIX D: Informed Consent for Participation in Research Activities.....116

APPENDIX E: “What About Sex?” Questionnaire.....120

LIST OF TABLES

	Page
Table 1. Sample Demographics.....	51

ACKNOWLEDGEMENTS

I would like to thank all the people who supported my efforts in writing this dissertation.

To my chair, Dr. Kathleen Eldridge, thank you for being the most supportive advisor and chair. You truly made the dissertation-writing process enjoyable. I appreciate all of the time and care you put into revising my dissertation and for guiding me every step of the way. This dissertation would not exist without you.

To Dr. Kelly Haer, thank you for all of your support and the knowledge you provided throughout this process. I appreciate you allowing me to collect data with rIQ and for all the work you and the interns did to help make this dissertation what it is.

To Dr. Stephanie Woo, thank you for being a wonderful professor and committee member. I have learned so much from you and appreciate you being part of this process. Thank you for all your contributions and support.

To my friend and colleague, Paige Voehringer, I'm so happy we got to work on this project together. I couldn't ask for a better partner to complete this journey with.

Lastly, I want to thank my incredible family, whose endless support and encouragement drives me. Thank you for teaching me the importance of hard work and perseverance. This dissertation is for you.

VITA

DIANA VELEZ

EDUCATION

Doctor of Psychology in Clinical Psychology October 2020 (Anticipated)

Dissertation Title: *Relationship education with college students: Patterns of participation, recruitment, and benefits gained*

Committee Members: Kathleen Eldridge, Ph.D., Stephanie Woo, Ph.D., Kelly Haer, Ph.D. Pepperdine University, Graduate School of Education and Psychology (*APA Accredited Program*) - Los Angeles, California

Master of Arts in Clinical Psychology August 2015

Thesis: *Parental behaviors, romantic attachment, and mental health in Latino emerging adults*

California State University, Northridge - Northridge, California

Bachelor of Arts in Psychology May 2012

California State University, Northridge - Northridge, California

LANGUAGES

- Spanish
 - Able to conduct therapy and assessment feedback sessions
 - Able to conduct the following assessments: WISC-V, WMLS-R, EOWPVT-4, ROWPVT-4, ABAS-3, and BASC-3
 - Able to write assessment feedback letters

DOCTORAL CLINICAL TRAINING EXPERIENCE

PSYCHOLOGY INTERN September 2019 to Present

Child and Family Guidance Center

Director of Clinical Training: Susan Hall-Marley, Ph.D.

- Provide individual psychotherapy to child and adolescent clients who present with a variety of problems and mental disorders
- Utilize MAP and Seeking Safety interventions
- Develop treatment goals to serve clients' needs
- Consult and collaborate with multidisciplinary treatment teams
- Provide psychotherapy/services in Spanish
- Engage in collateral sessions with clients' caregivers
- Conduct clinical interviews with clients and caregivers (also in Spanish)

- Administer psychological assessments to children and adolescents
- Score and interpret psychological assessments
- Write integrative reports and school reports
- Write caregiver and client feedback letters and/or stories (also in Spanish)
- Conduct feedback sessions with treatment teams, clients, and caregivers (also in Spanish)
- Complete DMH documentation (i.e., weekly progress notes, annual reviews)
- Participate in weekly individual and group supervision
- Participate in case presentations during group supervision
- Participate in weekly assessment, clinical issues, and professional development seminars

PSYCHOLOGY PRACTICUM TRAINEE

August 2018 to June 2019

The Help Group

Supervisor: Lidia Michel, Psy.D.

- Provided individual psychotherapy to child and adolescent clients with special needs related to Autism Spectrum Disorder and cognitive delays, in a non-public school setting
- Developed treatment goals to serve clients' needs
- Assessed progress toward treatment goals for clients after each session
- Engaged in collateral sessions with clients' caregivers
- Participated in IEP meetings to provide progress reports on clients' social-emotional functioning
- Consulted and collaborated with school faculty, staff, and administration in order to coordinate treatment for clients
- Administered psychological assessments to children and adolescents
- Scored and interpreted psychological assessments
- Conducted clinical interviews with clients and caregivers (also in Spanish)
- Consulted and collaborated with clients' treatment teams
- Wrote integrative reports
- Conducted feedback sessions with clients and caregivers (also in Spanish)
- Provided comprehensive recommendations to caregivers (also in Spanish)
- Wrote weekly progress notes and transfer summaries
- Attended bi-weekly didactic trainings on a variety of topics including but not limited to Trauma Stewardship, Client Resistance, Play Therapy, Cultural Complexity
- Participated in weekly individual and group supervision, and clinical meetings
- Participated in case presentation during group supervision and clinical meeting
- Completed Department of Mental Health (DMH) documentation

TESTING CLERK

September 2017 to August 2018

Child and Family Guidance Center

Supervisors: Joy Malik-Hasbrook, Psy.D. and Jessica Reina, Psy.D.

- Administered psychological assessments to children and adolescents
- Scored and interpreted psychological assessments
- Administered and self-report assessments to caregivers
- Conducted clinical interviews with clients and caregivers (also in Spanish)

- Consulted and collaborated with clients' treatment teams
- Wrote integrative reports and school reports
- Wrote caregiver and client feedback letters and/or stories (also in Spanish)
- Conducted feedback sessions with treatment teams, clients, and caregivers (also in Spanish)
- Provided comprehensive recommendations to treatment teams and caregivers
- Attended bi-weekly training seminars on a variety of topics including but not limited to Trauma and Development, TF-CBT, Treatment of Substance Abuse in Children and Adolescents, MAP Treatment, DCFS and Family Preservation
- Wrote weekly progress notes
- Participated in weekly individual and group supervision
- Participated in case presentations during group supervision
- Became familiar with completing DMH documentation

PSY.D. TRAINEE

September 2016 to June 2019

Pepperdine Community Counseling Center (PCCC), Encino

Supervisors: Anat Cohen, Ph.D. and Anett Abrahamian-Assilian, Psy.D.

- Provided outpatient individual and family psychotherapy to clients of various populations who presented with a variety of problems and mental disorders
- Provided psychotherapy/services in Spanish
- Conducted intake interviews with clients (also in Spanish)
- Developed treatment goals to serve clients' needs
- Provided psychoeducation to clients
- Used related workbooks with clients in session
- Demonstrated relaxation techniques to clients (e.g., deep breathing, muscle relaxation)
- Utilized art and play in therapy with child clients
- Conducted family sessions with child and adolescent clients
- Wrote weekly case notes, client intakes, and treatment summaries
- Attended training seminars on a variety of topics including but not limited to Case Conceptualization, Domestic Violence, Conducting Therapy with Trauma Survivors
- Served as on-call therapist as needed
- Participated in weekly individual, dyad, and/or group supervision, and peer consultation
- Administered and interpreted assessment measures including

Children of the Night in association with Pepperdine Community Counseling Center

- Provided psychotherapy for individuals (ages 11-17), who are experiencing trauma due to sex trafficking, and have a history of physical and sexual abuse
- Attended training sessions on the topic of trauma
- Collaborated with COTN staff members to ensure the needs of the client are being met

PSY.D. TRAINEE

July 2017 to August 2017

INTENSIVE OUTPATIENT TREATMENT**Rich and Associates**

Supervisors: Erik Rich, Ph.D. and Seth Shaffer, Psy.D.

- Group leader in a social skills summer camp
- Co-facilitated group activities and peer interactions among camp members
- Implemented interventions based on program curriculum
- Demonstrated proper and improper social skills through role-playing
- Monitored clients' progress with behavior charts
- Conducted daily check-ins with clients to monitor progress of goals
- Signed clients in and out of camp
- Wrote daily progress notes
- Participated in daily group supervision

MASTER'S LEVEL CLINICAL TRAINING EXPERIENCE

CLINICAL INTERN

August 2013 to April 2016

Parent-Child Interaction Clinic - California State University, Northridge

Supervisors: Dee Shepherd-Look, Ph.D. and Maria Granados

- Teen group leader of the Program for the Evaluation and Enrichment of Relational Skills (PEERS)
- Implemented social skills program for adolescents with Autism spectrum, ADHD, and other developmental or socio-emotional problems
- Developed lesson plans on specific social skills topics (e.g., handling disagreements, entering and exiting conversations, having get-togethers)
- Co-facilitated weekly youth education groups
- Demonstrated proper and improper social skills through role-playing
- Demonstrated relaxation exercises (e.g., deep breathing, muscle relaxation)
- Conducted intake interviews with parents and adolescents
- Participated in weekly group supervision
- Served as an interpreter during sessions for a Spanish speaking client

WORK EXPERIENCE

GRADUATE ASSISTANT

June 2017 to August 2019

Pepperdine Community Counseling Center

Pepperdine University - Encino, CA

- Conduct phone intakes with potential new clients
- Conduct phone intakes in Spanish
- Consult with the clinic director in order to properly assign clients to clinic therapists
- Implement orientations with new trainees and provide continual assistance as they become oriented to the clinic
- Implement training seminars with new trainees
- Create charts for new clients
- Conduct chart audits to ensure that the clinic is upholding all ethical and legal standards

- Close charts for exiting therapists and when clients terminate services

LIASON OF SCHOOL-BASED SERVICES

September 2017 to August 2019

Pepperdine Community Counseling Center - Encino, CA***Gaspar De Portola Middle School***

- Coordinate all-school anti-bullying campaign presentation with Parent Representative
- Implement training seminar with therapists presenting the anti-bullying campaign
- Coordinate parent presentations on topics including anxiety, bullying, and mindful parenting with Parent Representative

Alfred Bernhard Nobel Charter Middle School

- Coordinate parent presentations on topics including mindful parenting with Parent Representative

SCRIBE

February 2017 to April 2017

Disability Services**Pepperdine University - Encino, CA**

- Aided a graduate student who was awarded classroom accommodations in an intelligence assessment class
- Attended weekly class
- Assisted in the completion of in-class activities (scoring test protocols)
- Provided support in the completion of class presentations
- Assisted in administration and scoring of an intelligence test battery
- Assisted with the completion of in-class examinations
- Provided support in the completion of activities outside of class

RESEARCH EXPERIENCE**GRADUATE STUDENT RESEARCHER**

December 2016 to Present

Relational Health Lab**Pepperdine University**

- Preliminary Oral Examination completed in February of 2018
- Develop a doctoral dissertation focused on researching the patterns of participation, recruitment, and benefits gained of emerging adult college students in a relationship education program
- Attend meetings with dissertation chair and graduate student researcher
- Conduct literature scans
- Study Relationship-IQ program manual
- Develop dissertation focus, topic, and research questions
- Write a literature review and methodology section
- Develop questionnaire for research study
- Develop script and consent form for research study
- Complete Internal Review Board (IRB) application
- Code, enter, and verify data (i.e., self-report surveys)

- Conduct statistical analyses using *SPSS* (e.g., frequencies, t-tests, chi-squares, ANOVAs)

GRADUATE RESEARCH ASSISTANT

August 2013 to September 2016

Adolescent and Adult Adjustment Laboratory, Psychology Department**California State University, Northridge**

- Assisted with research examining (a) the relationship between neighborhood qualities, peer group, school climate, family characteristics, and depressive symptoms of adolescents and emerging adults; (b) campus-based groups (e.g., peer learning facilitator, peer mentor); (c) mental health care seeking behaviors of Latino emerging adult college students
- Moderated focus groups
- Developed and created codebooks, *Excel* data files, and *SPSS* data and syntax files for self-report survey data
- Collaborated with other research assistants to develop projects for national conference presentations
- Worked on posters for national conference presentations
- Presented at national conferences
- Coded, entered, and verified data (e.g., self-report surveys, school records)
- Collected college student self-report survey data
- Conducted literature reviews and wrote a manuscript
- Conducted statistical analyses using *SPSS* (e.g., correlations, reliabilities, frequencies)

RESEARCH ASSISTANT

June 2012 to July 2013

Adolescent and Adult Adjustment Laboratory, Psychology Department**California State University, Northridge**

- Assisted with research examining the relationship between neighborhood qualities, peer group, school climate, family characteristics, and depressive symptoms of adolescents and emerging adults
- Worked on project for national conference presentation
- Worked on poster for presentation
- Presented at a national conference

UNDERGRADUATE RESEARCH ASSISTANT

October 2011 to May 2012

Adolescent and Adult Adjustment Laboratory, Psychology Department**California State University, Northridge**

- Assisted with research examining (a) the traits of helpful fathers who promote the development of Latino youths; (b) campus-based groups (e.g., peer learning facilitator, peer mentor) to identify effective tools used in helping minority college students graduate
- Developed and created codebooks and *Excel* data files for self-report survey data
- Coded, entered, and verified data (e.g., self-report surveys, school records)
- Coded qualitative data using thematic/axial coding
- Trained new research assistants on lab procedures
- Collected adolescent self-report survey data
- Developed online survey on *Qualtrics*
- Assisted with writing research reports for schools

PRESENTATIONS

NATIONAL CONFERENCE PRESENTATIONS

- Velez, D.**, Cui, L., & Plunkett, S. W. (2014, November). *Does rumination predict anxiety and depression or vice versa?* Poster session presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, Philadelphia, PA.
- Morales, C., Martinez, D., **Velez, D.**, & Plunkett, S. W. (2014, May). *Peer victimization, ethnic discrimination, parental psychological control, and brooding rumination on generalized anxiety of Latino emerging adults.* Poster session presented at the annual meeting of Association for Psychological Science, San Francisco, CA.
- Reid, A., **Velez, D.**, & Plunkett, S. W. (2013, November). *Does family cohesion buffer stressors' impact on Latino boys' and girls' depressive symptoms.* Poster session presented at the annual meeting of the National Council on Family Relations, San Antonio, TX.

STUDENT CONFERENCE PRESENTATIONS

California State University, Northridge Student Research Symposium (2015)

COMMUNITY OUTREACH

You Think You Know Bullying. (February, 2019). Presented at AGBU Vatche and Tamar Manoukian High School, Pasadena, CA. Community outreach presentation targeting high school students. Provides psychoeducation about the prevalence and effects of bullying and cyberbullying, encouraging students to get involved and report its occurrence.

Join the Resistance and Stand Up To Bullying. (March, 2017; October, 2017). Presented at Gaspar de Portola Middle School, Tarzana, CA. Annual community outreach project targeting local middle school students. Provides psychoeducation about the prevalence and effects of bullying in schools, suggesting ways for students to get involved to stop its occurrence.

HONORS AND AWARDS

- Graduate School of Education and Psychology Diversity Scholarship 2016 to 2019
- The National Society of Collegiate Scholars 2009 to 2012
- California State University, Northridge Dean's List 2008 to 2012

SKILLS

- Knowledgeable in *SPSS*
- Trained in *Qualtrics* (online survey)
- Trained in *SoftChalk* (online course management system)

ADDITIONAL TRAININGS AND CERTIFICATIONS

- Seeking Safety (SS) Training 2019
Child and Family Guidance Center
- SafeTalk: Suicide Alertness for Everyone Training 2019
Child and Family Guidance Center
- The Crisis Prevention Institute (CPI) Training 2019
Child and Family Guidance Center
- Psychology Division Human Subjects Training 2018
Collaborative Institutional Training Initiative (CITI PROGRAM)
- Trauma-Focused Cognitive-Behavioral Therapy (TF-CBT) Certification 2017
Medical University of South Carolina
- Health Insurance Portability and Accountability Act (HIPAA) Training 2016
U.S. Department of Health & Human Services
- Question Persuade Refer (QPR) Suicide Prevention Gatekeeper Program 2014
Los Angeles County Department of Mental Health
- Human Participants Protection Education for Research Teams 2011
National Institutes of Health

RELEVANT WORK AND VOLUNTEER EXPERIENCE

PROFESSIONAL

- Association for Behavioral and Cognitive Therapies 2014 to 2015
- Association for Psychological Sciences 2014 to 2015

COMMUNITY

- Child Care Resource Center Volunteer 2014 to 2017
- John F. Kennedy High School Tutor 2012

UNIVERSITY

- Psychology Department Tutor – *Statistical Methods in Psychology* 2011
California State University, Northridge
- The National Society of Collegiate Scholars 2009 to 2012
California State University, Northridge

ABSTRACT

The purpose of this study is to contribute to the research on the use of relationship education programs with emerging adult college students in a university setting. The study examined the demographics of the individuals who participate in an on-campus relationship education program, recruitment procedures, and the potential gains in knowledge and skills among the emerging adults after participating in the program. The study also examined the association between the benefits gained and the participants' demographic characteristics, and the association between recruitment strategies and participants' demographic characteristics. Self-report data were collected from 31 emerging adult college students at a private university in southern California, who participated in the rIQ program delivered at the university. Findings from the current study showed that more females, Christian, and Caucasian individuals participated in rIQ, personal recruitment was most effective, and demographics were not related to recruitment strategies. Furthermore, results indicated that participants reported benefits gained in relationship knowledge, relational skills, and relationship decision-making. Finally, results indicated that student type was associated with benefits gained in relationship decision-making, with domestic U.S. students reporting greater benefit than international students. Limitations of the study and clinical implications and contributions are discussed.

Introduction

Emerging adulthood is a period wherein many individuals are entering committed relationships (Arnett, 2007). During this period individuals are focused on finding love, and those in relationships are considering cohabiting with their partners or getting married. In the United States, a majority of young people expect to get married (Wood, Avellar, & Goesling, 2008). However, research findings indicate that emerging adults are generally lacking in knowledge about healthy relationships (Willoughby & James, 2017). Emerging adults experience a number of problems in their relationships, including intimate partner violence, and need assistance to learn how to have healthy relationships (Berger, Wildsmith, Manlove, & Steward-Streng, 2012). As such, providing relationship education during this period is crucial.

Fortunately, recent research on relationship education has shifted to include more diverse populations than the engaged and newly married couples for whom relationship education programs were originally developed. A few studies in recent years have examined the effectiveness of relationship education with emerging adults and college students (Cottle, Thompson, Burr, & Hubler, 2014; Holt et al., 2016), given that a large percentage of emerging adults also attend college (Arnett, 2016). These studies have delivered relationship education in and out of the classroom with the intent of helping emerging adults improve the quality of their relationships and equipping single individuals with knowledge about quality relationships. These relationship education programs have helped participants learn effective communication skills and characteristics of healthy relationships (Markman & Rhoades, 2012).

Emerging Adulthood

Emerging adulthood is a developmental period between adolescence and adulthood, spanning the ages of 18 to 29 (Arnett & Schwab, 2012). In Western cultures, emerging adulthood

is viewed as an in-between period characterized by instability, yet an array of opportunities for positive change (Arnett, 2006; Masten et al., 2004). During this phase, individuals have left adolescence and may no longer be living in the parental home, but have yet to enter adulthood, where they may get married and become parents (Arnett, 2004). This in-between phase is a stage of life wherein individuals are self-focused and exploring their identity (Arnett, 2006). Arnett (2004) described the identity exploration process as being focused on love and work, wherein individuals attempt to figure out what they want in life. At this time, they have not figured out their futures, and instead have many possibilities open to them. Those possibilities include but are not limited to: having a well-paying and satisfying job, being in a lifelong and loving marriage, and having happy children (Arnett, 2004). As such, during this period, individuals are seeking to achieve the “big five” social roles: (a) educational attainment, (b) employment, (c) residential independence, (d) partnership, and (e) parenthood. Individuals may be at different stages within each of these social roles, and some individuals may be more focused on achieving certain social roles over others, depending on where they are in their lives (Settersten, 2007).

The period of emerging adulthood is critical in the lifespan of development. Tanner (2006) proposed that individuals undergo a process called recentering during emerging adulthood, which leads them to self-sufficiency in adulthood. The recentering process involves shifts in agency, independence, power, and responsibility between the emerging adult and their social contexts (e.g., family, friends). By the end of the recentering process, these variables have undergone shifts that prepare the individual for adulthood (Tanner, 2006). Furthermore, the recentering process includes two other developmental processes: ego development and separation-individuation. While individuals undergo ego development throughout the lifespan, they must develop higher levels of it during emerging adulthood. During this period, individuals

must learn impulse control and self-regulation, because the systems that provided that support during early development (e.g., school, family of origin) are not permanent. In the separation-individuation process, changes in the parent-child relationship are at the forefront. During this process, the emerging adult attempts to establish themselves as separate from the parents, while still being connected to them. This process helps emerging adults begin to feel independent (Tanner, 2006).

During emerging adulthood, the relationship between an emerging adult and his/her parents shifts from one between parent and dependent child, to a relationship between two adults (Aquilino, 2006). This shift in the relationship helps the emerging adult view their parents as individuals whom they rely on for support, and to whom they may also provide support. The parents' acceptance of the emerging adult's new role helps the further development of the emerging adult (Aquilino, 2006).

In this country, during emerging adulthood, a majority of individuals are also pursuing postsecondary education (Arnett, 2007). The percentage of individuals attending college has risen greatly in the 21st century. About 70% of emerging adults pursue tertiary education after graduating high school. Half attend 2-year colleges and the other half attend 4-year universities (McFarland et al., 2017). Emerging adults choose to pursue higher education because it affords them the opportunity to explore different career options, as they attempt to find the best fit. Attending college is the first step in finding the high-paying and satisfying job they seek (Arnett, 2016).

Emerging Adults and Romantic Relationships

Emerging adulthood is a stage of life wherein individuals are seeking romantic partners. Those in committed relationships may begin to cohabit with their partners during this time

(Arnett, 2007). Roughly 80% of individuals have experienced a romantic relationship by the time they are 18 years of age- when the period of emerging adulthood begins (Carver, Joyner, & Udry, 2003). Generally, romantic relationships take precedence over familial relationships and friendships during this time. Given that relationships tend to be more committed during this time, individuals may begin to think about marriage. In fact, most youth and emerging adults list marriage as an important personal goal, with 81% of adolescents expecting to be married at some point in their life (Willoughby & James, 2017; Wood et al., 2008).

Romantic relationships are also important to emerging adults' mental health, as the quality of romantic relationships is a strong predictor of individual well-being, such as self-esteem, depression, and risky behaviors (Beckmeyer & Cromwell, 2019; Braithwaite, Delevi, & Fincham, 2010). Additionally, positive attachments that are loving and supportive assist in adolescents' transition to adulthood (Rice, FitzGerald, Whaley & Gibbs, 1995). An individual's social, family, and romantic loneliness are predictive factors for their psychological development (DiTommaso, Brannen-McNulty, Rossb, & Burgessa, 2003). Research has indicated that adolescent dating relationships contribute to positive developmental outcomes, including improved academic performance, interpersonal skills, support of identity formation, and resilience in at-risk youth (Furman, Ho, & Low, 2007). However, relationships in adolescence can also lead to depression, partner abuse, and difficult lifestyle changes caused by sexual engagement. Many times, the risks and benefits occur simultaneously (Furman et al., 2007).

Data has shown that at-risk, disadvantaged youth experience a larger gap between relationship dreams and reality, with less successful relational outcomes than youth who are not disadvantaged (Sawhill, 2014). Furthermore, there is a lack of guidance for emerging adults experiencing dangerousness within their relationships (Regnerus & Uecker, 2011). It is

estimated that 30-40% of emerging adult romantic relationships involve physical violence, with even higher levels among individuals of low socioeconomic status (Berger et al., 2012).

Research indicates that women from low-income areas experience an increased likelihood of child abuse from a caregiver, as well as adolescent relational violence (Burton, Cherlin, Winn, Estacion, & Holder-Taylor, 2009). This makes it more difficult for these individuals to form healthy future romantic relationships and marriages (Cherlin, Burton, Hurt, & Purvin, 2004).

Women in these situations have a higher potential of passing down unhealthy relationship skills, which supports the importance of implementing relationship education interventions in order to escape the cycle (Simpson, Leonhardt, & Hawkins, 2017).

A survey conducted for the Association of American Universities indicated that 23.1% of undergraduate women and 5.4% of undergraduate men have experienced rape or sexual assault through violence, physical force, or while incapacitated (Cantor et al., 2015). It is believed that only 20% of female college students, and 32% of nonstudent females report sexual violence to law enforcement. These experiences of sexual violence leave negative long-term impacts on the survivors' psychological and physical health, including but not limited to chronic pain, sexually transmitted diseases, eating disorders, depression, and engagement in risky activities (e.g., substance use and unsafe sex practices; Brener, McMahon, Warren, & Douglas, 1999). In light of these statistics, an increased awareness about campus sexual assault has caused many universities to respond with regulations against unwanted sexual actions, and the development of relationship education programs in recent years. These programs assist participants in gaining information regarding campus resources, recognizing warning signs and prevention techniques, as well as promoting awareness of relationship and sexual rights (Cantor et al., 2015; Mellins et al., 2017).

Relationship Education

Relationship education programs are aimed at improving individuals' communication and problem-solving skills in order to increase the quality of their relationships. The goal of these programs is to promote healthy and stable relationships, whether romantic or platonic (Markman & Rhoades, 2012). They have been delivered in a variety of formats and settings, such as classrooms and online (Markman & Rhoades, 2012). Relationship education programs have been delivered to married and unmarried couples as well as single people looking to enhance their relationships. Additionally, the number of people these programs are delivered to at a time has varied from single couples to groups of people (Hawkins, Stanley, Blanchard, & Albright, 2012). They can be delivered as preventative programs, with strategies aimed at maintaining happiness in happy couples, or as selected intervention programs designed for couples in distress and at risk of separating (Wadsworth & Markman, 2012). Furthermore, the number of sessions delivered can vary by the type of program. For example, some programs may only involve one long session, while others may involve multiple sessions of a shorter length (Markman & Rhoades, 2012). Some examples of relationship education programs that have been widely delivered and studied are Supporting Healthy Marriage (SHM; Rhoades, 2015), Compassionate and Accepting Relationships Through Empathy (CARE; Rogge, Cobb, Johnson, Lawrence, & Bradbury, 2002), Prevention and Relationship Enhancement Program (PREP; Markman, Floyd, Stanley, & Storaasli, 1988), and PREPARE/ENRICH (P/E; Olson-Sigg & Olson, 2011).

Traditionally, relationship education programs served middle-class adults as a method for assisting married couples. Since then, researchers have begun to examine the effects of these programs on diverse samples of individuals (Fincham, Stanley, & Rhoades, 2011). The PREP program in particular has groups focusing on couples, individuals within their general

relationships, workplace relationships, military families, and incarcerated individuals who find themselves struggling to re-enter society. Furthermore, the P/E program is designed for couples at different stages (i.e., dating, premarital, cohabiting, engaged, married) and families of different makeups (i.e., with children, with stepchildren, with intergenerational issues). Research on relationship education has also included adolescent mothers (Toews & Yazedjian, 2010), low-income mothers (Szarzynski, Porter, Whiting, & Harris, 2012), and single individuals (Visvanathan, Richmond, Winder, & Hoskins-Koenck, 2015). Research has also expanded on ethnic diversity, with studies examining relationship education in Latinx (Daire et al., 2012) and African American (Bradford et al., 2014) populations.

Research on relationship education ranges from case study to thousands of participants. One example of a case study comes from Olson-Sigg and Olson (2011) who examined the efficacy of P/E with a premarital couple in their late 20s. The study was done in two stages, (i.e., assessment, treatment). The assessment measured each partner's personality, their interpersonal dynamics, their strengths, their couple and family system, and their stressors. The treatment stage included psycho-education and skills teaching, and was solution-focused. The assessment for the couple suggested several strengths and some growth areas, such as communication. During treatment, they met their therapist for four biweekly 90-minute sessions where they developed goals and completed 20 exercises. The therapist placed a strong emphasis on the communication and conflict resolution exercises, given the couple's goals and areas of growth. The couple grew in their ability to resolve conflict without engaging in avoidance, had decreases in stress, and gained a better understanding of patterns they were engaging in (Olson-Sigg & Olson, 2011).

Due to some recent government initiatives to support families in need by providing couple and relationship education (CRE), researchers have been able to evaluate the efficacy of

CRE with large samples of participants across multiple geographic areas of the United States. For example, Bradford, Higginbotham, and Skogrand (2014) examined self-report data from 2,219 participants in CRE programs in Utah. A portion of the funds for the Temporary Assistance to Needy Families (TANF) program had been allocated to delivering CRE programs to families, and individuals participated in the programs as part of this initiative. Data were collected over the span of 2 years (2009-2011), and the CRE programs were delivered in 19 counties. While the majority of the sample was comprised of couples who were married, dating, or cohabiting, 12% of the participants were single. Results of the study showed that participation in CRE programs significantly increased individuals' knowledge about relationships. Overall, participants learned skills such as solving problems and effective listening. Participants also learned the importance of spending time together and how to deepen love (Bradford et al., 2014).

Similarly, Rhoades (2015) examined data from 3,609 individuals participating in a project called Supporting Healthy Marriage (SHM). SHM provided a relationship education program called Within Our Reach to couples in Kansas, Texas, and Pennsylvania. Half of the participants in the study were assigned to receive the program, while the other half were assigned to a control group. Participants had to meet one of three criteria to be included in the study: (a) have a combined income of \$50,000 or less, (b) have a child under 18 living at home, or (c) be expecting a baby. A 12-month follow-up was conducted with participants who completed the program, as well as a 30-month follow-up where 3,527 individuals participated. The results of the study indicated that at both the 12- and 30-month follow-up participants who received the Within Our Reach intervention reported higher relationship happiness and support, more positive communication, and less infidelity than those in the control groups (Rhoades, 2015).

Another study indicates that participants involved in couples' relationship education programs experience varied outcomes based on premarital individual and relational risk factors (Williamson et al., 2015). Some of the risk factors that appeared to impact the couples' levels of satisfaction and thus put them in the "high-risk" categories included: family discord, education, race, income, substance use, mood, empathy, commitment and communication styles. Couples who were considered to be "high-risk" reported more prolonged feelings of satisfaction than "low-risk" couples, after participating in the group. However, couples who expressed concerns regarding physical aggression and alcohol use appeared to gain less from participating in the program (Williamson et al., 2015). In addition, researchers have found that participants who believed themselves to be less knowledgeable about relationships attended more classes, and thus rated their learning higher than those who attended fewer classes (Bradford et al., 2014).

Emerging Adults and Relationship Education

There are a number of reasons to target emerging adults for the delivery of relationship education. It is believed that emerging adults are underprepared for romantic relationships, thus set on problematic long-term relational patterns (Willoughby & James, 2017). There has been increasing awareness of the importance of providing emerging adults with healthy relationship skills in order to avoid relational pitfalls. Research suggests that for many individuals, romantic relationships begin in adolescence, making emerging adulthood the optimal time to increase knowledge about healthy relationships (Gardner, Giese, & Parrott, 2004). Research has also found that the relational problems that prompted the development of relationship education programs are the problems emerging adults are experiencing, such as aggression and intimate partner violence, with large percentages of college students reporting the occurrence of violence within their relationship. Intervening during this time could help individuals learn better

communication and conflict resolution skills as they are forming their relationships (Fincham et al., 2011).

With the increased awareness regarding the positive outcomes of relationship education programs, more emerging adults have begun to look for programs that are easily accessible, thus creating an increase in the utilization of online programs (Georgia, Cicila, & Doss, 2016). Many emerging adults attending colleges or universities talk about their lives as being overwhelming, busy and stressful. By running relationship education programs on campus it allows the students to utilize the resources in a location that is convenient. Therefore, research on relationship education programs has shifted to an interest in emerging adults and specifically college students (Fincham et al., 2011), with hopes of impacting relationship outcomes by supporting the formation of healthy relationship patterns earlier in development.

Efficacy of Relationship Education Among Young Adults

While the skills learned in relationship education programs are beneficial to individuals in relationships, they also benefit single emerging adults who are looking for a romantic partner. Providing relationship education during this stage of life has preventative impact because individuals learn how to form and maintain healthier relationships. These programs can have an impact on things more amenable to change, such as selection of partners (Fincham et al., 2011). Furthermore, emerging adulthood is a period when individuals are open to learning about these topics because they are focused on themselves, making it a viable time to deliver relationship education programs to them. As a result, publicly funded relationship education programs for emerging adults and at-risk youth have grown significantly (Simpson et al., 2017).

A few studies have been conducted on relationship education among emerging adults. For example, Holt et al. (2016) conducted a study with 112 emerging adult college students to

examine the effectiveness of relationship education. The self-report data were collected from two universities in the mid-Atlantic region of the U.S. and the Northeastern U.S. About half of the participants were single, while the other half were in a relationship or dating someone. Data were collected before the relationship education to create a baseline, and at a two-month follow-up. The participants were randomly separated into one of three groups: (a) counselor-facilitated relationship education ($n = 37$), (b) online self-facilitated relationship education ($n = 35$), and (c) control ($n = 40$). The relationship education program delivered to participants in the first two groups was the Prevention and Relationship Enhancement Program (PREP). The first group attended a 1.5-hour session once a week for 4-5 weeks, while the second group viewed a 60-90-minute ePREP PowerPoint presentation. The control group viewed a 60-minute PowerPoint about depression, anxiety, and panic disorders. Results of the study indicated that participation in either of the relationship education groups was associated with decreased dysfunctional relationship beliefs at the two-month follow-up. Additionally, participants in the counselor-facilitated group who were in a relationship reported higher mutuality at follow-up as compared to their reports at baseline. Participants in the counselor-facilitated group also had improvements in relationship decision-making. Participants in the control group did not report significant changes in relationship beliefs or relationship decision-making (Holt et al., 2016).

Similarly, Cottle et al. (2014) conducted a relationship education effectiveness study with a sample of 186 college students between the ages of 18 and 25, as part of a relationship dynamics course. Data were collected at a university in the central part of the U.S. The course was delivered over two days, between semesters, and totaled 13 hours for one credit. Participation in the study was voluntary and did not affect students' grades. A majority of the participants were in a relationship at the time of the study, and about a quarter of the participants

reported being single. Self-report pre- and post-test data were collected before the course began and after the final exam, respectively. Participants learned about healthy characteristics of relationships and communication skills through workbooks from the Within My Reach curriculum. Results of this study showed that the participants' knowledge about communications skills and healthy characteristics of relationships increased after receiving the course. In addition, participants' attitudes about relationships were more positive at post-test; specifically, participants who were in a relationship reported feeling more confident about said relationship (Cottle et al., 2014).

Additional studies have demonstrated that young adults display lower levels of verbal and physical aggression after engaging in a relationship education program (Adler-Baeder, Kerpeleman, Schramm, Higginbotham, & Paulk, 2007), and that individuals who actively attended relationship education programs were more willing to attend enrichment programs or seek assistance later in life (Gardner et al., 2004). Furthermore, by educating adolescents in effective communication, boundaries, and problem-solving skills, there is a decreased amount of aggression and violence within relationships (Simpson et al., 2017). Preliminary findings for relationship IQ (rIQ), a relationship education program designed for young adults and developed at a private university in southern California, indicate that the program positively influences the relationships of university students (Eldridge, Parmelee, & Patterson, 2014; Morrison, Noah, Parmelee, & Eldridge, 2014). It appears as though emerging adults participating in rIQ have found it beneficial to gain specific skills that they are then able to use in both their platonic, romantic, and spiritual relationships. Participants in the study noted an increase in skills, improved quality of relationships, increased understanding, and increased knowledge (Morrison et al., 2014).

Need for Further Study

Relationship education programs were designed to provide couples with skills and knowledge to help them form and sustain healthy relationships by preventing detrimental relational problems before they arise. Previous research focused primarily on married adult couples, but by educating emerging adults, there is the ability to prevent the cycle of unhealthy relationship patterns earlier in individuals' lives. Programs have expanded from the traditional engaged or newly married participants to unmarried couples who may or may not be planning marriages, and individuals who may or may not be in relationships. By reaching couples and individuals who would otherwise not have access to relationship education, these programs have assisted in serving those who were previously underserved (Pearson, Stanley, & Rhoades, 2008). However, more research is needed to provide the most effective care.

Relationship education aimed at adolescents and young adults, and specifically designed for their age group, is an area that requires more attention. For example, current research suggests that roughly 95% of adolescents and young adults have received formal sex education at some point in their lives (Vanderberg et al., 2016). However, this education appears to have primarily focused on knowledge and prevention of sexually transmitted diseases. Additionally, approximately 85% of adolescents and emerging adults report that their sex education focused mainly on abstinence, and about one-third of adolescents were not taught about contraceptive usage. Furthermore, traditional sex education may not emphasize the relational or neurological aspects of sex (Vanderberg et al., 2016). Therefore, it appears that the traditional sex education provided to adolescents and adults has not provided them with adequate information.

A majority of teens have turned to the Internet for education leading to an increase in often inaccurate information (Buhi et al., 2010). As such, it is important to provide more

relationship education to young people in a wide range of settings. In fact, research has emphasized the importance of increasing the accessibility of where the programs are offered (e.g., schools, churches; Simpson et al., 2017). The “What About Sex?” module from rIQ, the university-developed relationship education program mentioned previously, attempts to provide accurate, research-based, developmentally appropriate knowledge to help emerging adults navigate the sexual aspect of relationships, and it is delivered on a university campus. The content covered in the six-week version of this program includes the relationship between sex and the brain, cohabitation, breakups, sexual satisfaction, and sex issues, among other topics. Research is needed to determine the impact of this content on participants.

Research indicates that a majority of the emerging adult college students who participate in relationship education are female (Braithwaite, Lambert, Fincham, & Pasley, 2010; Cottle et al., 2014; Holt et al., 2016). Specifically, the sample in Braithwaite et al.’s (2010) study had a female to male ratio of over three to one, Cottle et al.’s (2014) study had a ratio of about two to one, and the sample in Holt et al.’s (2016) study had a female to male ratio of about four to one. Moreover, a majority of the participants in these studies are White, with more than half of the participants in each study identifying as such (Braithwaite et al., 2010; Cottle et al., 2014; Holt et al., 2016). This suggests that ethnic minorities and males do not participate in relationship education at the same rates as females and White individuals. As such, it is important to continue assessing the demographics of emerging adults who participate in relationship education, in order to examine if this pattern of participation is consistent. Additionally, if this pattern of participation is consistent, it is important to examine and develop methods of reaching out to the populations who are not participating at the same rates. Current literature on relationship education with emerging adults and college students has shown disparities in the number of

participants in these programs, with sample sizes ranging from 112 to 770 (Braithwaite et al., 2010; Holt et al., 2016). Furthermore, these studies have not examined or reported the efficacy of specific recruitment strategies. Therefore, it is necessary to focus on recruitment for relationship education programs to determine what approaches are effective with which demographic groups, in order to further develop the body of literature for relationship education.

Lastly, while studies have examined the relationship between gender and outcome after participation in relationship education, more research is needed on the associations between demographics and outcomes. Braithwaite et al. (2010) examined the association between being female and extradyadic involvement after participation in relationship education and found that at baseline, being female did not predict less extradyadic involvement. After participating in the program, being female did predict less extradyadic involvement. More research is needed about the populations that have not been examined, and considering outcomes that are more specific to college-age participants who may be single, dating, or in a committed relationship.

Purpose of the Project

Given the number of gaps in the literature, the purpose of this study is to contribute to the research on the use of relationship education programs with emerging adults, administered to college students in a university setting. The study will examine the demographics of the individuals who participate in an on-campus relationship education program. Furthermore, this study will also examine recruitment procedures, and the potential gains in knowledge and skills among the emerging adults after participating in the program. Lastly, the study will examine the association between the benefits gained and the participants' demographic characteristics, as well as the association between recruitment strategies and participants' demographic characteristics. This project will analyze retrospective data collected through post-program surveys.

Specifically, this study aims to examine individuals participating in rIQ, a relationship education program developed at a private university in southern California and offered as part of a university Convocation program. The Convocation program provides students a space to discuss faith and values, as well as moral and ethical issues related to their faith. Students are required to complete 14 credits each semester. Students earn credits by attending individual convocation events, club convocation series, or sampling other available programs, and earn one credit for individual events or up to six credits for participating in a six-week club group. Students can choose to participate in the rIQ program to fulfill part of this requirement. As such, this project focuses on one of the modules in rIQ, “What About Sex?” which is about the sexual aspect of relationships. The module was delivered to small groups of undergraduate students at a private university in southern California. The module aims to educate participants about the sexual aspects of relationships and decision-making in relationships.

The current study aims to make a positive shift in participants’ romantic relationships by providing them with the skills and confidence to make more educated decisions in their relationships. This study is interested in understanding recruitment strategies, demographics of participants, and outcomes in this particular module because of its focus on the sexual aspects of relationships. This content area is uniquely designed for emerging adults, represents a departure from traditional relationship education programs which have generally focused on issues unrelated to sex, is a sensitive topic to discuss, and fills a much-needed gap in the relationship education field. In addition, since this topic is often more difficult to discuss than other standard relationship education topics such as boundaries, dating, or friendships, this study will also examine the retrospectively reported comfort level of the participants, as well as participants’

recommendations for recruitment. While these latter variables will not be examined as formal research questions, they will be informative for future rIQ planning and program delivery.

The proposed study aims to examine the following research questions:

- Research Question 1: What are the demographic characteristics of emerging adults who participate in relationship education in a college setting?
- Research Question 2: How do the demographic characteristics of participants compare to the demographics of the college population? Are demographic groups equally represented among participants?
 - Hypothesis 1: There will be a greater female to male ratio among participants than in the college population.
- Research Question 3: What recruitment strategies do participants report influencing their decision to participate? Which recruitment strategies are most effective?
- Research Question 4: What benefits of participation are reported? To what extent do participants report increases in relationship knowledge, relational skills and abilities, relationship decision-making, and relationship quality?
- Research Question 5: How are demographic characteristics and recruitment strategies associated? Do certain recruitment strategies work best for specific demographic groups?
- Research Question 6: How are demographic characteristics and benefits of participation associated? Do certain demographic groups benefit more than others?

Methods

Procedures

Data for the current study were collected at post-treatment from five separate six-week rIQ Club Convocation groups. Interns and the director of the rIQ program recruited participants for the groups at one university in southern California. Methods of recruitment included (a) advertising on the university's Convocation website, (b) rIQ interns contacted acquaintances and friend groups, to form groups of individuals who knew each other, and (c) the rIQ director personally contacted students she previously taught to form another group, which the director led. At the time of recruitment, rIQ interns and the rIQ director were given freedom to advertise the groups in the manner they saw fit; presenting information they believed was most relevant. Some commonalities in the information presented included informing individuals about the title of the module, the format (i.e., Club Convo), and topics that would be covered.

Interns led three of the five groups, the director led one, and a staff member at the university led the fifth group. The group leaders presented the "What About Sex?" module from the rIQ program. The module consisted of six lessons: (a) understanding oneself as a sexual being, (b) the relationship between sex and the brain, (c) the impact of sex on relationships, (d) cohabitation, (e) sex issues, and (f) the relationship between God and sexuality. Each lesson included an opening group activity, didactic, demonstration, discussion questions, review of the previous week's topic, a closing group activity and a closing prayer. The demonstrations and opening and closing activities were interactive, allowing members to work as a group or with a partner. Given that the module was offered as part of the Convocation series, participants received credit for attending. Those who attended all six weeks received six credits, while those

who attended five weeks received five credits. Participants who were absent more than once were not given credit.

Each of the five groups met for a 6-week period during the Spring 2018 semester, from March through April. Thus, data collection occurred in mid-April, during the sixth and final week of the group. At the time of the data collection, the group leaders read a standardized script, which introduced the study and consent form. This script also contained instructions for completion and submission of the questionnaire (Appendix C). Group members were given time to review and sign the consent form (Appendix D) ask any questions they had prior to making a decision about participation. Group members who consented to participation completed a paper-and-pencil self-report questionnaire designed specifically for the study (Appendix E), and submitted it into an envelope that was sealed by the group leader and turned in to the researchers. All study procedures were approved by the Institutional Review Board (IRB) of the university.

Data for the study were coded and verified by a graduate student researcher before being entered and checked in SPSS. Once the data was in SPSS, frequencies were computed for each variable to further verify accuracy. Data analysis occurred after the data was thoroughly checked.

Participants

Data for the study were collected from 31 undergraduate students at a medium-sized private Christian university in southern California. To be eligible, participants needed to be enrolled in the college, enrolled in the rIQ Club Convocation “What About Sex” module, present at the final meeting of the group, and willing to participate. Participants were between the ages of 20 and 26 ($M = 21.5$). Twenty-four participants identified as female (77.4%) and seven identified as male (22.6%). The ethnic breakdown of the participants was 64.5% ($n = 20$) White, 12.9% ($n = 4$) Latinx/Hispanic, 12.9% ($n = 4$) Asian, and 3.2% ($n = 1$) other (American Indian). About 6%

($n = 2$) of the sample did not report their ethnicity. In terms of religious affiliation, 64.5% ($n = 20$) identified as Christian, 12.9% ($n = 4$) identified as Catholic, 12.9% ($n = 4$) did not identify with a religious group, 3.2% ($n = 1$) identified as Church of Christ, and 3.2% ($n = 1$) identified as Hindu. About 3% ($n = 1$) of the sample did not report their religious affiliation. The majority of the sample, 96.8% ($n = 30$) identified as heterosexual and 3.2% ($n = 1$) identified as gay/lesbian. About 45% ($n = 14$) of the sample reported that they were single and not dating, 25.8% ($n = 8$) reported they were single and dating, and 29% ($n = 9$) reported being in a committed relationship, with the lengths of their relationships ranging from 2 months to 6 years.

The sample was made up of 3.2% ($n = 1$) sophomores, 29% ($n = 9$) juniors, and 67.7% ($n = 21$) seniors. About 77% ($n = 24$) of the sample was domestic U.S. students, 12.9% ($n = 4$) international students, 6.5% ($n = 2$) domestic U.S. transfer students, and 3.2% ($n = 1$) international transfer students. About 84% ($n = 26$) of the sample was born in the U.S., 9.7% ($n = 3$) in China, 3.2% ($n = 1$) in Indonesia, and 3.2% ($n = 1$) in Canada. Results of the study will indicate whether the makeup of the participants is representative of the university population.

Measure

The measure for this project was a 38-item self-report questionnaire developed specifically for use with the current study (Appendix E). The questionnaire was developed using prior research on rIQ and consulting the current literature.

Demographics. The questionnaire consisted of nine standard items that assessed participants' demographic characteristics: gender, age, year in college, student type, birth country, ethnicity, religious affiliation, sexual orientation, and relationship status. Seven items were categorical (fixed-response), and two were open-ended (i.e., age, birth country). Two of the categorical items had response choices that allowed participants to write in a response (i.e.,

ethnic/cultural identity, religious affiliation). The answer choices for the categorical items reflected the known demographic data categories for the university being sampled.

Recruitment. Four items in the questionnaire were used to assess recruitment of participants for the groups. Two categorical items were utilized to assess how participants were recruited for the group and what factors influenced them to join. Additionally, one open-ended item asked participants for suggestions for future recruitment. Lastly, one Likert-scale item assessed the likelihood that participants would recommend rIQ to peers or friends.

Group characteristics. Three items were used to assess group characteristics. One categorical item was utilized to assess the gender makeup of the participants' groups. Two Likert-scale items were utilized to assess participants' level of comfort with the other group members, and how well participants knew the group members.

Benefits gained. Twenty-two items were utilized to assess the benefits gained by participants after participating in the "What About Sex?" Club Convocation group. Eighteen items were Likert-scale items that assessed the benefits gained in 4 main areas: relationship knowledge (seven items), relational skills and abilities (six items), relationship decision-making (three items), and relationship quality (two items). The seven items in the knowledge subscale assessed if the group increased participants' knowledge about healthy relationships, cohabitation, and sex. The six items in the skills and abilities subscale assessed whether participating in the group increased participants' confidence about their relational skills and abilities, their ability to form healthy relationships, and their comfort discussing cohabitation and sex with partners and friends. The three items in the decision-making subscale assessed whether participating in the group increased participants' comfort making decisions about relationships, sex, and cohabitation. The two items in the relationship quality subscale assessed whether the group led to

positive changes and improvements in participants' relationships. Two additional items assessed what modalities in the program delivery (e.g., lectures, discussions, activities) the participants benefited the most from, and which ones they benefited the least from. Lastly, two open-ended items asked participants to share additional benefits gained from participating in the program and suggestions for the program.

Results

The data were analyzed using Statistical Package for the Social Sciences (SPSS) software. Given that the study aimed to examine the patterns of participation, recruitment procedures, which recruitment strategies work best, the benefits gained by individuals after participating in rIQ, and associations between variables, descriptive data is presented for each of these variables, followed by analyses to test associations between variables.

Research Question 1: Demographic Characteristics

As seen in Table 1, the majority of the participants in the study identified as female, and most were White and Christian. While there was some representation for Latinx and Asian ethnic groups, none of the participants in the study identified as African Black or Native American. Additionally, while there was representation for Catholic, Church of Christ, Hindu, and non-religious groups, none of the participants identified as Jewish, Muslim, Buddhist, or Atheist.

Table 1.

Sample Demographics

		Percent	Number
Gender	Female	77.4	24
	Male	22.6	7
Ethnicity	White	64.5	20
	Latinx/Hispanic	12.9	4
	Asian/ Pacific Islander	12.9	4
	Other	3.2	1
	Missing	6.5	2
Religious Affiliation	Christian	64.5	20
	Catholic	12.9	4
	No affiliation	12.9	4
	Church of Christ	3.2	1
	Hindu	3.2	1
	Missing	3.2	1

(Continued)

		Percent	Number
Year in College	Senior	67.7	21
	Junior	29.0	9
	Sophomore	3.2	1
Student Type	Domestic U.S.	77.4	24
	International	12.9	4
	Domestic U.S. transfer	6.5	2
	International transfer	3.2	1
Birth Country	United States	83.9	26
	China	9.7	3
	Indonesia	3.2	1
	Canada	3.2	1
Sexual Orientation	Heterosexual	96.8	30
	Gay/Lesbian	3.2	1
Relationship Status	Single not dating	45.2	14
	Committed relationship	29.0	9
	Single some dating	25.8	8

Research Question 2: Sample Demographics Compared to University Population

In order to compare the demographics of participants with those of the college population, independent one-sample t-tests were used for continuous variables and chi-square analyses were used with categorical variables. Results of the comparison between the demographics of the study sample and the university population suggest that in some areas the study sample is comparable to the university population, while in other areas it is not. For gender, the results indicate that the study sample is significantly different from the university population, $X^2(1, 31) = 3.919, p < .05$. As hypothesized, the ratio of female to male participants was greater in the study sample than in the university population. Specifically, the study sample was 77.4% female and 22.6% male, while the university population is 60% female and 40% male (Admission Fast Facts, 2018).

In terms of ethnicity, the results suggest that the sample study is representative of the university population for White, Latinx, and Asian groups, $X^2(2, 28) = .445, p > .05$.

Furthermore, the results suggest that when combining U.S. domestic students with U.S. domestic transfer students into one group and international students with international transfer students into another group, the study sample is representative of the university population, $X^2(1, 31) = .757, p > .05$. Finally, the results suggest that in terms of religious affiliation, the study sample is significantly different from the university population, $X^2(1, 29) = 5.994, p < .05$. Specifically the results indicate that the ratio of Christian individuals is greater in the study sample than in the university population. Finally, no comparison was done for year in college or age, since these variables were not represented in available data on university demographics.

Research Question 3: Recruitment Strategies

Descriptive data were utilized in order to examine which of the recruitment strategies work best. In terms of recruitment and the method in which participants learned about rIQ, 64.5% of the sample reported that a rIQ intern or university staff member recruited them. Furthermore, 16.1% reported they learned about the program through friends, 9.7% were recruited by the rIQ director, and 6.5% learned about it through the Convocation website. Finally, 3.2% reported learning about the program through another method (i.e., attending a Convocation event). Overall, the results suggest that the most effective method of recruitment was the individualized method of rIQ interns and university staff personally recruiting students.

Research Question 4: Benefits Gained

Descriptive data were utilized in order to examine benefits gained after participating in rIQ. In terms of the benefits participants reported gaining after taking part in rIQ, four subscales (i.e., relationship knowledge, relational skills and abilities, relationship decision-making, and relationship quality) were computed.

Seven, six-point-Likert-scale items assessed gains in relationship knowledge from 1 (*strongly disagree*) to 6 (*strongly agree*); as such, the total scores on this scale could range between seven and 42. Participants had a mean of 32.8 and standard deviation of 7.2 on the knowledge scale, suggesting that participants reported some gains in knowledge about relationships after participating in rIQ.

Six, six-point-Likert-scale items assessed gains in relational skills and abilities from 1 (*strongly disagree*) to 6 (*strongly agree*); as such, the total scores on this scale could range between six and 36. Participants had a mean of 28.7 and standard deviation of 5.3 on the relational skills and abilities scale, suggesting that participants reported gains in their relational skills after participating in rIQ.

Three, six-point-Likert-scale items assessed benefits gained in relationship decision-making from 1 (*strongly disagree*) to 6 (*strongly agree*); as such, the scores on this scale could range between three and 18. Participants had a mean of 14.3 and standard deviation of 3.3 on the relationship decision-making scale, suggesting that participants reported benefiting from learning to make relationships decisions after participating in rIQ.

Lastly, two, six-point-Likert-scale items assessed benefits gained in relationship quality from 1 (*strongly disagree*) to 6 (*strongly agree*); as such, the scores on this scale could range between two and 12. Responses on these items were based on participants' current romantic relationship, and only nine participants in the study were in a relationship at the time of data collection. Furthermore, only six of those nine participants responded to the items. Participants had a mean of 7.3 and standard deviation of 2.9 on the relationship quality scale, suggesting that participants reported neutral impact in the quality of their relationship after participating in rIQ.

Research Question 5: Relationship Between Demographics and Recruitment Strategies

In order to determine whether certain recruitment strategies were more effective with specific demographic groups, chi-square analyses were used, as both variables were categorical. Results indicate that for gender, there were no significant differences in how males and females were recruited, $X^2(1, 28) = .804, p > .05$. The results indicate no significant differences for ethnicity when comparing White, Latinx, Asian, and Other groups, $X^2(3, 26) = 1.449, p > .05$. Additionally, the results indicate no significant differences for religious affiliation when comparing Christian, Church of Christ, or Catholic individuals with those that do not identify with a religious group, $X^2(1, 26) = 1.057, p > .05$. Results also indicate no significant differences for student type, when comparing U.S. domestic students and U.S. domestic transfer students to international students and international transfer students, $X^2(1, 28) = .091, p > .05$. Moreover, there were no significant differences for year in college, when comparing sophomores, juniors, and seniors, $X^2(2, 28) = .705, p > .05$. Lastly, there were no significant differences for relationship status when comparing those who were single and not dating, single and dating, and in a committed relationship $X^2(2, 28) = 2.234, p > .05$. Therefore, the results generally indicate that recruitment strategies were not differentially effective based on demographics.

Research Question 6: Relationship Between Demographics and Benefits Gained

In order to examine the association between benefits gained and demographics, t-tests, ANOVAs, and MANOVAs were computed because benefits gained was a continuous variable with four subscales, and the majority of the demographic variables were categorical. The results of the association between demographic groups and benefits gained after participating in rIQ suggest that, for gender (t-test), males and females did not report significant differences for benefits in relationship knowledge $t(28) = 1.014, p = .463$, relational skills and abilities $t(28) =$

1.686, $p = .503$, relationship decision-making $t(28) = 1.603$, $p = .421$, or relationship quality $t(9) = .546$ $p = .133$.

The results of a MANOVA for ethnicity indicated no significant differences in benefits to relationship knowledge, relational skills and abilities, or relationship decision-making when comparing the Caucasian group to all other ethnic groups $F(3, 25) = .038$, $p = .990$. Due to insufficient sample size of those currently in relationships, an ANOVA could not be completed for ethnicity and the relationship quality subscale.

Furthermore, the results of a MANOVA for student type indicated no significant differences in benefits to relationship knowledge or relational skills and abilities when comparing U.S. domestic students to international students $F(3, 26) = 1.319$, $p = .290$. However, there was a significant difference in benefits to relationship decision-making between student types ($p = .051$). In the comparison, domestic students reported benefiting more in relationship decision-making than international students. Nonetheless, because the sample only included five international students, these results are considered preliminary. Finally, due to insufficient sample size of those currently in relationships, an ANOVA could not be completed for student type and the relationship quality subscale.

The results of a MANOVA for year in college indicated no significant differences in benefits to relationship knowledge, relational skills and abilities, or relationship decision-making when comparing juniors and seniors $F(3, 25) = .844$, $p = .483$. Results of an ANOVA for year in college indicated no significant differences in benefits to relationship quality $F(1) = .006$, $p = .938$; however, the groups in this analysis were small ($n = 20$ Seniors and 9 Juniors). Sophomores were not included in the analyses for year in college due to the small group size ($n = 1$).

Lastly, the results of a MANOVA for relationship status indicated no significant differences in benefits to relationship knowledge, relational skills and abilities, or relationship decision-making when comparing those who were single and not dating, single and dating, and in a committed relationship $F(6, 48) = .873, p = .483$. When comparing benefits gained in relationship quality for participants who were single and dating, to participants who were in a relationship, similar to other analyses of relationship quality benefit, sample sizes were small and therefore only means were calculated for those who responded to that variable. According to the descriptive data, a higher mean on relationship quality benefit was observed for participants who were single and dating ($M = 9.5, n = 2$) than for participants who were in a relationship ($M = 7.4, n = 6$). Finally, although there were no statistically significant differences in benefits gained based on relationship status, higher means were observed on three of the benefit subscales (i.e., relationship knowledge, relational abilities, relationship decision-making) for participants who were single and not dating, suggesting that they may have benefited more from rIQ than those in dating or committed relationships.

Discussion

The purposes of the current study were to examine (a) demographics of individuals who participate in relationship education, (b) effectiveness of recruitment procedures, (c) potential gains in knowledge and skills after participating in relationship education, and (d) associations between demographics and recruitment procedures, and between demographics and benefits gained. This was done in an effort to contribute to the literature on the use of relationship education programs with emerging adults in the college/university setting. Specifically, this study examined individuals participating in rIQ, a relationship education program developed for the university setting.

The current study found that more females and Caucasian individuals participated in rIQ, with the percentage of Caucasian individuals in the study sample being representative of the university population. While this is expected given that the population at the university is about half Caucasian, this is also consistent with previous studies that have found that the majority of individuals who participate in relationship education in community and college settings are female and White (Braithwaite et al., 2010; Cottle et al., 2014; Holt et al., 2016). While ethnic minorities and males typically do not participate in relationship education at the same rates as females and White individuals, about one-third of the sample in the current study identified as an ethnic minority. In fact, the percentage of Latinx and Asian participants in the study sample was representative of the university population. Furthermore, some studies on relationship education in the college setting have had less or similar representation of minority participants as the current study, while others have had greater representation. For example, about one-fourth of participants in the Braithwaite et al. (2010) study, one-third of participants in the Cottle et al. (2014) study, and two-fifths of participants in the Holt et al. (2016) study identified as an ethnic

minority. Therefore, the patterns of participation found in the current study are expected, given the demographics of the university population, as well the patterns of participation in other studies on relationship education in the college setting.

Given that these findings have been consistent among relationship education programs for emerging adults, it would be beneficial to make efforts to extend recruitment to reach more non-white and male participants. Studies on relationship education programs in the general public have recruited Latinx and African American participants (Bradford et al., 2014; Daire et al., 2012). Recruitment for Daire et al.'s (2012) study was done by phone in one southwestern state, and individuals who were recipients of government aid including TANF, Section 8 Housing, WIC or food stamps were eligible for recruitment. Recruitment for Bradford et al.'s (2014) study was done in one southeastern state by community agencies offering free community-based relationship education programs, and only White and African American individuals were included in the study. While these two studies recruited participants in the community, it is possible for programs in the college setting to recruit ethnically diverse samples of students. By advertising the programs in a way that is appealing to wider groups of people, such as advertising topics that will be covered in the program and appealing to specific interests, more people of diverse backgrounds may become interested in participating.

The current study also found that the percentage of individuals who identified as Christian was larger in the study sample than in the university population. Studies on relationship education programs that include a religious component have found that participants who view religion as an integral part of their lives favored religiously-themed topics in relationship education programs (Burr, Hubler, Gardner, Roberts, & Patterson, 2014). Furthermore, Burr et al. (2014) found that individuals who were not religious or did not view religion as integral to

their lives viewed a religious focus in relationship education programs more negatively. One participant in the current study suggested that a non-religious version of rIQ also be delivered. Therefore, while data for the study were collected at a Christian university, about half of the university population does not identify as Christian (Admission Fast Facts, 2018). As such, if the program was advertised in a manner that emphasized the religious component, non-religious individuals may not have been as interested.

Research on the effectiveness of various recruitment methods for relationship education programs is lacking. Prior studies have simply reported which recruitment strategies they used for their programs, such as phone calls, flyers, and agency referrals (Rhoades, 2015; Rogge et al., 2002). However, a goal of the Club Convocation program used in the current study was to form cohesive groups. As such, the rIQ director and interns preferred to recruit participants whom were familiar with each other for their Club Convo, rather than randomly. Not surprisingly, the most effective method of recruitment for relationship education in the current study was learning about and being personally recruited for the program by a rIQ intern or university staff member. Only about 6.5% ($n = 2$) of participants learned about rIQ through the Convocation website, suggesting that the university students did not seek or respond well to the website. It is important to note that although the current generation of college students (Generation Z) is the first to have grown up in the digital world and with smartphones (Southgate & Brown, 2017), they did not seek out, nor were they receptive to online advertisement. In fact, research on advertisement for the Gen Z population has indicated that Gen Z individuals reported being less receptive than Generation X and Y individuals, to advertisements on their phones and computers, stating that they are more likely to skip advertisement on these devices, when possible. Furthermore, Southgate and Brown (2017) found that Gen Z individuals were more receptive to television and

billboard advertisements that were visually stimulating and aesthetically pleasing. Overall, Gen Z individuals are less likely to seek out and do extensive research on a topic, and rely more on what is presented to them (Southgate & Brown, 2017). As such, it may be that the reason personal recruitment was most effective for this group was because they didn't have to seek out the information on the college website or other place, rather the information was given to them.

Demographics (i.e., gender, ethnicity, religious affiliation, student type, year in college, relationship status) were not related to recruitment strategies in the current study. This suggests that the participants in this study responded similarly to the recruitment methods regardless of demographics. This may be due to the fact that rIQ interns and university staff members recruited a majority of participants personally and individually. As such, there was not much variability in the recruitment methods, leading to fewer group differences. Therefore, though this study didn't find a relationship between demographics and recruitment, this doesn't mean a relationship doesn't exist. It is possible that the current study did not account for another factor that may have affected this, or just didn't have enough variability in recruitment to find a statistical effect. Because previous research has not examined the relationship between demographics and recruitment strategies for relationship education, it could be beneficial to continue examining. Future studies using more varied recruitment methods and having a larger sample might find that a relationship does exist.

Participants reported increases in relationship knowledge, gains in relational skills, and improved relationship decision-making as a result of the rIQ program. However, they did not report improvements in the quality of their romantic relationships. In some ways these results are similar to other studies on relationship education, which have generally found that participating in relationship education increases individuals' knowledge about relationships (Bradford et al.,

2014; Morrison et al., 2014). However, contrary to the results from the current study, others have found that participating in relationship education has led to improvements in relationship quality (Cottle et al., 2014; Morrison et al., 2014). These studies also found that participating in relationship education led to higher likelihood of getting married, increased awareness of signs of danger in relationships, and improved communication and listening (Bradford et al., 2014; Morrison et al., 2014), which were not assessed in the study. Given that the rIQ groups in the current study only lasted six weeks, this was likely not enough time for the nine participants who were in a relationship at the time of the program to see enough change in their relationships to report significant changes in the quality of said relationships. In order to see this type of change, longitudinal data collection of a larger sample would be more appropriate.

Moreover, Morrison et al. (2014), whose study specifically looked at the effects of rIQ with university students, found that participants learned about sex and relational skills from participating. Thus, the current study replicated some of Morrison's and others' findings and expanded the findings on the effects of participating in rIQ, while also deviating from them in some areas. Some main differences between the studies are in the methods, specifically, the sample and the measure. Data collection for Morrison et al.'s (2014) study took place over the span of 2 years, leading to a larger sample and allowing for a longer period to monitor changes in participants' relationships and for changes to occur. Furthermore, data for the Morrison et al. (2014) study was entirely qualitative, unlike the current study. By using a qualitative approach, the Morrison et al. (2014) study uncovered more detail on specific skills participants gained after participating. Finally, because the rIQ module for the current study was about sex in relationships, participants did not receive exposure to relational skills that would affect the quality of their relationships across multiple areas. While they learned beneficial information on

how to discuss sex more openly with their partner or with friends/others, other components of maintaining healthy relationships were not emphasized. As such, this may have been a reason that participants did not report improved relationship quality.

Furthermore, given the results of the current study and the results of similar studies, gains in relationship knowledge appear to be the common benefit from participating in relationship education. Hawkins et al. (2012) conducted a meta-analysis on relationship education programs, which provides insight into this, by pointing to the fact that a majority of relationship education programs emphasize providing knowledge about healthy relationships. As such, it is expected that gains in knowledge will be the most common benefit of participating and/or the most common outcome variable measured. However, Hawkins et al. (2012) also points out that programs which focus on skills and communication in particular lead to better outcomes for participants, suggesting that improving communication should be emphasized in relationship education programs and should be measured more frequently.

While gender, ethnicity, and year in college were not significantly associated with amount or type of benefits gained after participating in rIQ, student type was associated with benefits in relationship decision-making. Specifically, domestic U.S. students reported benefiting more in relationship decision-making than international students. Furthermore, though not significant, domestic U.S. students also had higher means for benefits in relationship knowledge and relational skills, suggesting that overall they benefited more from rIQ than international students. Additionally, higher means were also found for females on all four scales (i.e., relationship knowledge, relational skills and abilities, relationship decision-making, and relationship quality), suggesting that they also benefited more than males from participating in rIQ. As stated previously, while the results from this study are considered preliminary due to the

small sample size, they are still notable. These group differences suggest that some groups do benefit more from relationship education programs, even if the results didn't reach statistical significance. It is possible that particular cultural differences not accounted for in the current study affected participants. For example, the U.S. students may have had different thoughts, values, and/or expectations about sex and romantic relationships or about the purpose or process of rIQ than the international students, and the information presented or goals and methods in rIQ may have aligned more with the U.S. students. Therefore, the relationship education field needs to gain a better understanding of multiple cultural groups and their values and practices on romantic relationships and sex, as well as their expectations for relationship education programs in order to be able to provide more effective programs for diverse groups of people. Similarly, given that females tended to benefit more from rIQ, it would also be important for the field to better understand what male participants are seeking from relationship education programs, in order to be able to tailor programs to fit their needs.

Furthermore, the current study also asked participants to rate their comfort level in the group, from 1 (*very uncomfortable*) to 5 (*very comfortable*). Although cohesion was high, as participants had mean of 4.3 and standard deviation of .96, it is possible that participants not in the majority in this sample (i.e., males and international students) experienced less cohesion. The breakdown of the groups indicated that four males were in one group, two in another, and one in a third group. The first four males were part of the male-led group, made up equally of male and female participants, while the other three were in female-led groups, made up of mostly female participants. The males who were in the female-led groups reported about the same levels of cohesion ($M = 4$; $SD = .82$) as the males in the male-led group ($M = 3.8$; $SD = 1.6$), both slightly lower than the mean of all participants. Furthermore, international students, who were

represented in three different groups, had a mean of 4 and standard deviation of 1, which is also lower than the mean of all participants. These results indicate that males and international participants may have experienced less cohesion. Future studies can assess how group cohesion and group diversity are associated with one another and with benefits for participants.

Lastly, while relationship status was not associated with benefits gained, a consistent pattern of differences was noted between the three groups (i.e., single-not dating, single-dating, in a relationship). Specifically, the results suggested that individuals who were single and not dating benefited most from rIQ, as their means were higher on every scale. Prior research has found that single individuals benefit from relationship education programs because they may be looking for a romantic partner (Fincham et al., 2011). Furthermore, Fincham et al. (2011) found that because about 57% of college students are in a relationship, they also benefit from relationship education. Results of Fincham's study and the current study suggest that while relationship education programs benefit individuals in relationships, they also benefit single people. This is an interesting finding, given that single individuals were not the population relationship education programs targeted when they were first developed. It is possible that single individuals were more open to learning about these topics in order to gain new knowledge, whereas individuals who were in a relationship may have had more knowledge about these topics, leading to single individuals benefitting more. Therefore, this provides support for continuing to provide relationship education to single people, and revising the curriculum to enhance benefits to individuals in relationships.

Contributions

As noted previously, emerging adulthood is a phase of life wherein individuals are more likely to enter romantic relationships, and are in need of knowledge about healthy relationships

(Arnett, 2007; Willoughby & James, 2017). The current study involved delivery of a relationship education program (rIQ) to emerging adult college students in one private university in southern California. One module entitled "What About Sex?" from the rIQ program was delivered to five groups. One contribution of this study is the skills and knowledge participants gained by taking part in these groups. Furthermore, contributions are also made to the literatures on emerging adulthood, college students, relationship education, and sex education.

Given the previously discussed gaps in the literature, this study aimed to provide answers to questions that have not been previously examined. Specifically, this study contributes to the literature by examining demographics of participants and patterns of participation in relationship education, as well as recruitment, and the relationship between demographics and outcomes for participants. Furthermore, because authors have emphasized the importance of expanding the accessibility of relationship education programs to other places (Simpson et al., 2017), this study also contributes to the literature by examining the delivery of relationship education in a university setting. Overall, this study aimed to expand the literature on these topics, given the importance of understanding more about relationship education delivered to diverse groups of people in a variety of settings.

Furthermore, given that another aim of the project was to examine the potential gains after participation, a goal was that the results would help tailor the delivery of the program to fit the needs and expectations of those who participate. Participants reported gains in relationship knowledge and relational skills, and learning relationship decision-making, however, there was neutral benefit to relationship quality. While the program includes several topics for discussion amongst members, perhaps more practice activities would be beneficial. This would allow participants to work with each other to develop better communication and problem solving skills

that they can use in their relationships. By allowing for more practice of skills, it may help participants retain the information and lead to more changes in their relationships. Additionally, it is likely that longer groups would increase the benefits gained, since greater participation in rIQ has been associated with more impact (Eldridge, Parmelee, & Patterson, 2014). For example, given that the current study focused on sex, more can be added to the curriculum to help participants make healthy decisions about sex and improve communication with partners about sex. However, the challenge becomes striking a balance between brevity to encourage participation, and breadth and depth to increase benefits.

Limitations

A limitation to the current study is that data were only collected from emerging adult college students in one private university in southern California. Due to this, the results are not generalizable to students or emerging adults in other universities or geographic regions. Ample research supports the idea that college students are vastly different from individuals who are not in college (Henrich, Heine, & Norenzayan, 2010); as such, the results are not generalizable to emerging adults who are not in college. However, this sample was appropriate for the purposes of the current study because of the specific goal of examining the implementation of a relationship education program in the college setting. Furthermore, because this study only collected data from one module from the rIQ program, it only focused on one topic, making the data less generalizable to other relationship education topics.

Another limitation of this study is the questionnaire because the psychometric properties of the measure are unknown. The questionnaire used in this study was developed specifically for the study. As such, the items effectively assess the variables of interest. However, the questionnaire is not standardized and the items have not been previously established.

Furthermore, the results of the study are correlational. That is, this study examined the relationship between variables, and as such, only provides information about how variables are related. This is a limitation of the study because the results do not infer causality.

The project relied on original data collection, which is another limitation. The study depended on recruitment and students being interested in participating in the groups, in order to collect sufficient data. Because participants were personally recruited, not as many individuals were included in the group. Additionally, the project was time sensitive and tied to the Club Convocation schedule of the university. Therefore, the data could only be collected at a specific time, at the time the groups end, regardless of the number of participants in the group. Because data were collected from a small sample, most of the analyses assessing the relationship between benefits gained (i.e., relationship knowledge, relational skills and abilities, relationship decision-making, and relationship quality) and demographics (i.e., gender, ethnicity, student type, year in college, relationship status) did not have sufficient power. The range of power for these analyses was .05 to .50 to find an effect at the .05 significance level, whereas the preferred level of power is typically .80 (Cohen, 1992). The analysis that yielded that highest level of power was the one assessing the relationship between student type and benefits gained in decision-making.

Furthermore, the nature of the Convocation series is another limitation to the study. Because all students at the university must complete 14 Convocation credits each semester, it is possible that rIQ participants only joined the group to help fulfill part of the credit requirement. Participating in the entirety of the 6-week rIQ club convocation group gave them six credits, providing them incentive to participate. Additionally, it is also possible that some participants joined the group due to limited club convocation offerings. If this is the case, this could have affected their participation in the group and how they responded to the questionnaire, specifically

their view of what they gained from participating. If they were not specifically interested in the material they may not have put as much thought into responding to the questionnaire, and may not have made efforts to apply the material to their current relationships.

Lastly, another limitation to the current study is that data were only collected through self-report questionnaires. Self-report data can be biased if participants want to appear more socially desirable (Crowne & Marlowe, 1960). Therefore, participants may not have responded truthfully to sensitive items. However, given that many of the items on the questionnaire were demographic, the risk for social desirability was not applicable to many items. Furthermore, because consent to participate voluntarily was emphasized prior to completing the questionnaire, it is expected that participants completed it honestly. In addition, it is expected that participants were honest if they felt comfortable in the groups and were familiar with each other because of the methods of recruitment and weekly meetings with the group.

References

- Adler-Baeder, F., Kerpelman, J. L., Schramm, D. G., Higginbotham, B., & Paulk, A. (2007). The impact of relationship education on adolescents of diverse backgrounds. *Family Relations, 56* (3), 291-303. doi: 10.1111/j.1741-3729.2007.00460.x
- Admission fast facts: Fall 2018 application and enrollment. (2018). [Graph illustration]. Retrieved from <https://seaver.pepperdine.edu/admission/fast-facts/>
- Aquilino, W. S. (2006). Family relationships and support systems in emerging adulthood. In J. J. Arnett & J. L. Tanner (Eds.), *Emerging adults in America: Coming of age in the 21st century* (pp. 193-218). Washington, DC: American Psychological Association.
- Arnett, J. J. (2004). *Emerging adulthood: The winding road from the late teens through the twenties*. New York, NY: Oxford University Press, Inc.
- Arnett, J. J. (2006). Emerging adulthood: Understanding the new way of coming of age. In J. J. Arnett & J. L. Tanner (Eds.), *Emerging adults in America: Coming of age in the 21st century* (pp. 3-19). Washington, DC: American Psychological Association.
- Arnett, J. J. (2007). Emerging adulthood: What is it, and what is it good for? *Society for Research in Child Development, 1*(2), 68-73. doi: 10.1111/j.1750-8606.2007.00016.x
- Arnett, J. J. (2016). College students as emerging adults: The developmental implications of the college context. *Society for the Study of Emerging Adulthood, 4*(3), 219-222. doi: 10.1177/2167696815587422
- Arnett, J. J., & Schwab, J. (2012). *The Clark University poll of emerging adults: Thriving, struggling, and hopeful*. Worcester, MA: Clark University. Retrieved from <http://www.clarku.edu/clarkpoll-emerging-adults/>

- Beckmeyer, J. J., & Cromwell, S. (2019). Romantic relationship status and emerging adult well-being: Accounting for romantic relationship interest. *Emerging Adulthood, 7*(4), 304-308. doi: 10.1177/2167696818772653
- Berger, A., Wildsmith, E., Manlove, J., & Steward-Streng, N. (2012). Relationship violence among young adult couples. *Child Trends: Research Brief*. Retrieved from https://www.childtrends.org/wp-content/uploads/2012/06/Child_Trends-2012_06_01_RB_CoupleViolence.pdf
- Bradford, A. B., Adler-Baeder, F., Ketring, S. A., Bub, K. L., Pittman, J. F., & Smith, T. A. (2014). Relationship quality and depressed affect among a diverse sample of relationally unstable relationship education participants. *Family Relations, 63*(2), 219-231. doi: 10.1111/fare.12064
- Bradford, K., Higginbotham, B. J., & Skogrand, L. (2014). Healthy relationship education: A statewide initiative case study and outcome evaluation. *Marriage & Family Review, 50*(2), 93–106. doi: 10.1080/01494929.2013.851057
- Braithwaite, S. R., Delevi, & Fincham, F. D. (2010). Romantic relationships and the physical and mental health of college students. *Personal Relationships, 17*(1), 1-12. doi: 10.1037/a0021759
- Braithwaite, S. R., Lambert, N. M., Fincham, F. D., & Pasley, K. (2010). Does college-based relationship education decrease extradyadic involvement in relationships?. *Journal of Family Psychology, 24*(6), 740-745. doi: 10.1037/a0021759
- Brener, N. D., McMahon, P. M., Warren, C. W., & Douglas, K. A. (1999). Forced sexual intercourse and associated health-risk behaviors among female college students in the

- United States. *Journal of Consulting and Clinical Psychology*, 67(2), 252-259. doi: 10.1037/0022-006x.67.2.252
- Buhi, E. R., Daley, E. M., Oberne, A., Smith, S. A., Schneider, T., & Fuhrmann, H. J. (2010). Quality and accuracy of sexual health information web sites visited by young people. *The Journal of Adolescent Health: Official Publication of the Society for Adolescent Medicine*, 47(2), 206-208. doi: 10.1016/j.jadohealth.2010.01.002
- Burr, B. K., Hubler, D. S., Gardner, B. C., Roberts, K. M., & Patterson, J. (2014). What are couples saying about relationship education? A content analysis. *Journal of Couple & Relationship Therapy*, 13(3), 177-197. doi: 10.1080/15332691.2013.852493
- Burton, L. M., Cherlin, A., Winn, D. M., Estacion, A. & Holder-Taylor, C. (2009). The role of trust in low-income mothers' intimate unions. *Journal of Marriage and Family*, 71(5), 1107–1124. doi: 10.1111/j.1741-3737.2009.00658.x
- Cantor, D., Fisher, B., Chibnall, S., Townsend, R., Lee, H., Bruce, C., & Thomas, G. (2015). Report on the AAU campus climate survey on sexual assault and sexual misconduct. *The Association of American Universities*. Retrieved from https://www.aau.edu/sites/default/files/%40%20Files/Climate%20Survey/AAU_Campus_Climate_Survey_12_14_15.pdf
- Carver, K. P., Joyner, K., & Udry, J. R. (2003). National estimates of adolescent romantic relationships. In P. Florsheim (Ed.), *Adolescent romantic relations and sexual behavior: Theory, research, and practical implications* (pp. 23–56). Mahwah, NJ: Lawrence Erlbaum Associates.

- Cherlin, A. J., Burton, L. M., Hurt, T. R., & Purvin, D. M. (2004). The influence of physical and sexual abuse on marriage and cohabitation. *American Sociological Review*, *69*(6), 768-789. doi: 10.1177/000312240406900602
- Cohen, J. (1992). Statistical power analysis. *American Psychological Society*, *1*(3), 98-101.
- Cottle, N. R., Thompson, A. K., Burr, B. K., & Hubler, D. S. (2014). The effectiveness of relationship education in the college classroom. *Journal of Couple & Relationship Therapy*, *13*(4), 267-283. doi: 10.1080/15332691.2014.956357
- Crowne, D. P., & Marlowe, D. (1960). A new Scale of social desirability independent of psychopathology. *Journal of Consulting Psychology*, *24*(1), 349-354.
doi: 10.1037/h0047358
- Daire, A. P., Harris, S. M., Carlson, R. G., Munyon, M. D., Rappleyea, D. L., Green Beverly, M. & Hiett, J. (2012). Fruits of improved communication: The experiences of Hispanic couples in a relationship education program. *Journal of Couple & Relationship Therapy*, *11*(2), 112-129. doi: 10.1080/15332691.2012.666498
- DiTommaso, E., Brannen-McNulty, C., Ross, L., & Burgess, M. (2003). Attachment styles, social skills, and loneliness in young adults. *Personality and Individual Differences*, *35*(2), 303-312. doi: 10.1016/S0191-8869(02)00190-3
- Eldridge, K.A., Parmelee, H., & Patterson, M. (2014). Relationship IQ quantitative program evaluation: Benefits of a broadly-defined relationship education program among university students. Poster presented at the *Association for Behavioral and Cognitive Therapies (ABCT)* annual conference, Philadelphia, PA.
- Fincham, F. D., Stanley, S. M., & Rhoades, G. K. (2011). Relationship education in emerging adulthood: Problems and prospects. In F. D. Fincham & M. Cui (Eds.), *Romantic*

- relationships in emerging adulthood* (pp. 293-316). New York, NY: Cambridge University Press.
- Furman, W., Ho, M. J., & Low, S. M. (2007). The rocky road of adolescent romantic experiences: Dating and adjustment. In R. C. Engels, M. Kerr, & H. Stattin (Eds.), *Friends, lovers and groups: Key relationships in adolescence* (pp. 61–80). New York: John Wiley & Sons.
- Gardner, S. P., Giese, K., & Parrott, S. M. (2004). Evaluation of the connections: Relationships and marriage curriculum. *Family Relations*, *53*, 521–527. doi: 10.1111/j.0197-6664.2004.00061.x
- Georgia, E. J., Cicila, L. N., & Doss, B. D. (2016). Use of web-based relationship and marriage education. In J. J. Ponzetti, Jr. (Ed.), *Evidence-based approaches to relationship and marriage education* (pp. 319–330). New York, NY: Routledge.
- Hawkins, A. J., Stanley, S. M., Blanchard, V. L., & Albright, M. (2012). Exploring programmatic moderators of the effectiveness of marriage and relationship education programs: A meta-analytic study. *Behavior Therapy*, *43*(1) 77–87. doi: 10.1016/j.beth.2010.12.006
- Henrich, J., Heine, S. J., & Norenzayan, A. (2010). Most people are not WEIRD. *Nature*, *466*(7302), 29. doi: 10.1038/466029a
- Holt, L. J., Mattanah, J. F., Schmidt, C. K., Darks, J. S., Brophy, E.N, Minnaar, P. Y, & Rorer, K. (2016). Effects of relationship education on emerging adults' relationship beliefs and behaviors. *Personal Relationships*, *23*(4), 723-741. doi: 10.1111/per.12147

- Markman, H.J., Floyd, F.J., Stanley, S.M. & Storaasli, R.D. (1988). The prevention of marital distress: A longitudinal investigation. *Journal of Consulting and Clinical Psychology*, 56(2), 210-217. doi: 10.1037//0022-006x.56.2.210
- Markman, H. J., & Rhoades, G. K. (2012). Relationship education research: Current status and future directions. *Journal of Marital and Family Therapy*, 38(1) 169–200.
doi: 10.1111/j.1752-0606.2011.00247.x
- Masten, A. S., Burt, K. B., Roisman, G. I., Obradovic, J., Long, J. D., & Tellegen, A. (2004). Resources and resilience in the transition to adulthood: Continuity and change. *Development and Psychopathology*, 16(4), 1071–1094.
doi: 10.1017/s0954579404040143
- Mellins, C. A., Walsh, K., Sarvet, A. L., Wall, M., Gilbert, L., Santelli, J. S., & Hirsch, J. S. (2017). Sexual assault incidents among college undergraduates: Prevalence and factors associated with risk. *Plos ONE*, 12(11), 1-23. doi: 10.1371/journal.pone.0186471
- Morrison, P., Noah, M., Parmelee, H., & Eldridge, K.A. (2014). Relationship IQ qualitative program evaluation: Examining the effects of a broadly defined relationship education program on young adults. Poster presented at the *Association for Behavioral and Cognitive Therapies (ABCT)* annual conference, Philadelphia, PA.
- McFarland, J., Hussar, B., de Brey, C., Snyder, T., Wang, X., Wilkinson-Flicker, S., ... Hinz, S. (2017). The condition of education 2017 (NCES 2017- 144). *U.S. Department of Education*. Washington, DC: National Center for Education Statistics. Retrieved from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017144>
- Olson-Sigg, A. & Olson, D. H. (2011). *PREPARE/ENRICH for premarital and married couples*. In D. K. Carson & M. Casado-Kehoe (Eds.), *Case studies in couples therapy: theory-*

- based approaches* (pp. 1-12). New York, NY: Routledge.
- Pearson, M., Stanley, S.M., & Rhoades, G.K. (2008). *Within My Reach instructor manual*. Denver, CO: PREP, Inc.
- Regnerus, M. & Uecker, J. (2011). *Premarital sex in America: How young Americans meet, mate, and think about marrying*. New York, NY: Oxford University Press, Inc.
- Rhoades, G. K. (2015). The effectiveness of the Within Our Reach relationship education program for couples: Findings from a federal randomized trial. *Family Process, 54*(4), 672-685. doi: 10.1111/famp.12148
- Rice, K. G., FitzGerald, D. P., Whaley, T. J. & Gibbs, C. L. (1995). Cross-sectional and longitudinal examination of attachment, separation-individuation, and college student adjustment. *Journal of Counseling and Development, 73*(4), 463–474.
doi: 10.1002/j.1556-6676.1995.tb01781.x
- Rogge, R. D., Cobb, R. M., Johnson, M., Lawrence, E., & Bradbury, T. N. (2002). The CARE program: A preventive approach to marital intervention. In A. S. Gurman & N. S. Jacobson (Eds.), *Clinical handbook of couple therapy* (pp. 420-435). New York, NY: Guilford Press.
- Sawhill, I. V. (2014). *Generation unbound: Drifting into sex and parenthood without marriage*. Washington, DC: Brookings Institution Press.
- Settersten, R. A., (2007). The new landscape of adult life: Road maps, signposts, and speed lines. *Research in Human Development, 4*(3-4), 239-252. doi: 10.1080/15427600701663098
- Simpson, D. M., Leonhardt, N. D., & Hawkins, A. J. (2017). Learning about love: A meta-analytic study of individually-oriented relationship education programs for adolescents and emerging adults. *Journal of Youth and Adolescence, 1-13*.

doi: 10.1007/s10964-017-0725-1

Southgate, D. & Brown, K. W. (2017). The emergence of Generation Z and its impact in advertising: Long-term implications for media planning and creative development.

Journal of Advertising Research, 57(2), 227-235. doi: 10.2501/jar-2017-028

Szarzynski, A., Porter, R., Whiting, J. B., & Harris, S. M. (2012). Low-income mothers in marriage and relationship education: Program experiences and beliefs about marriage and relationships. *Journal of Couple & Relationship Therapy*, 11(4), 322-342.

doi: 10.1080/15332691.2012.718972

Tanner, J. L. (2006). Recentering during emerging adulthood: A critical turning point in lifespan human development. In J. J. Arnett & J. L. Tanner (Eds.), *Emerging adults in America: Coming of age in the 21st century* (pp. 21-55). Washington, DC: American Psychological Association.

Toews, M. L. & Yazedjian, A. (2010). "I learned the bad things I'm doing": Adolescent mothers' perceptions of a relationship education program. *Marriage & Family Review*, 46(3), 207-223. doi: 10.1080/01494929.2010.490197

Vanderberg, R. H., Farkas, A. H., Miller, E., Sucato, G. S., Akers, A. Y., & Borrero, S. B. (2016). Racial and/or ethnic differences in formal sex education and sex education by parents among young women in the United States. *Journal of Pediatric and Adolescent Gynecology*, 29(1), 69-73. doi: 10.1016/j.jpag.2015.06.011

Visvanathan, P. D., Richmond, M., Winder, C., & Hoskins-Koenck, C. (2015). Individual-oriented relationship education: An evaluation study in community-based settings. *Family Process*, 54(4), 686-702. doi: 10.1111/famp.12116

Wadsworth, M. E., & Markman, H. J. (2012). Where's the action? Understanding what works and why in relationship education. *Behavior Therapy, 43*(1) 99–112.

doi: 10.1016/j.beth.2011.01.006

Williamson, H. C., Rogge, R. D., Cobb, R. J., Johnson, M. D., Lawrence, E., & Bradbury, T. N. (2015). Risk moderates the outcome of relationship education: A randomized controlled trial. *Journal of Counseling and Clinical Psychology, 83*(3), 617-29.

doi: 10.1037/a0038621

Willoughby, B. J. & James, S. L. (2017). *The marriage paradox: Why emerging adults love marriage yet push it aside?*. New York, NY: Oxford University Press, Inc.

Wood, R. G., Avellar, S., & Goesling, B. (2008). *Pathways to adulthood and marriage: Teenagers' attitudes, expectations, and relationship patterns*. Princeton, NJ: Mathematica Policy Research.

TABLES

Table 1.

Sample Demographics

		Percent	Number
Gender	Female	77.4	24
	Male	22.6	7
Ethnicity	White	64.5	20
	Latinx/Hispanic	12.9	4
	Asian/ Pacific Islander	12.9	4
	Other	3.2	1
	Missing	6.5	2
Religious Affiliation	Christian	64.5	20
	Catholic	12.9	4
	No affiliation	12.9	4
	Church of Christ	3.2	1
	Hindu	3.2	1
	Missing	3.2	1
Year in College	Senior	67.7	21
	Junior	29.0	9
	Sophomore	3.2	1
Student Type	Domestic U.S.	77.4	24
	International	12.9	4
	Domestic U.S. transfer	6.5	2
	International transfer	3.2	1
Birth Country	United States	83.9	26
	China	9.7	3
	Indonesia	3.2	1
	Canada	3.2	1
Sexual Orientation	Heterosexual	96.8	30
	Gay/Lesbian	3.2	1
Relationship Status	Single not dating	45.2	14
	Committed relationship	29.0	9
	Single some dating	25.8	8

APPENDIX A

Extended Review of the Literature

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Adler-Baeder, F., Kerpelman, J. L., Schramm, D. G., Higginbotham, B., & Paulk, A. [2007] The impact of relationship education on adolescents	Relationship education, adolescents	340 high school students participated in the study to examine the effectiveness of the Love U2: Increasing Your Relationship Smarts program. The RE program consisted of 12 lessons on relationship/marriage topics. Results indicated that participants had increases in attraction and mature love, expectations and behaviors, communication skills, smart dating strategies, unhealthy relationships.	Adds to the literature on RE with diverse populations. While half the sample is White, a large part is African American and participants are of diverse socio-economic backgrounds. Additionally, the setting of the high school as the site where the program is delivered deviates from site where RE has been delivered. Traditionally, RE programs have been delivered to White adults and the content has had religious underpinnings. As such, studies that focus on these populations are important.	Quantitative survey; Pre- and post- data collection	36-item Relationship Knowledge Scale; 18-item Conflict Tactics Scale; 17-item Relationship Beliefs Scale	14-19	74% female, 26% male	50% White, 46% African American, 1% Hispanic/Latinx, 3% Other (i.e., Asian, Native American)

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Admission fast facts [2018]	College students, demographics	Demographic data of students enrolled at the private, Christian university in southern California. About 60% of the population is female and 40% is male. For ethnicity, 49% identify as White, 14% as Hispanic/Latinx, 13% as Non-resident alien, 10% as Asian, 8% as Other, 5% as Black/African American, and 1% did not specify.	While the data on this site is provided in a straightforward manner, the inclusion of nonresident alien as an ethnic group is unclear. While the other options are ethnicities, nonresident alien seems to be a better fit for a question about whether someone is from the U.S.	Quantitative	Demographic survey	N/A	60% female, 40% male	49% White, 14% Hispanic/Latinx, 13% Non-resident alien, 10% Asian, 8% Other, 5% Black/African American, 1% Unknown

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Aquilino, W. S. [2006] Family relationships and support systems	Emerging adults, relationships	Emerging adults experience many changes during this period of development. Individuals seek to gain independence from their families, while continuing to rely their support. The parent-child relationship evolves to one between two adults rather than adult and youth. Parents who accept their child's need for autonomy while continuing to offer support help to foster the emerging adult's well being.	Chapter highlights the importance of emerging adults' relationships with parents throughout this period of development. Studies on emerging adults rarely deal with how their relationships with their parents change over time. However, it's important to understand their relationships with their parents because their success in this developmental period can be dependent on how supportive their parents are and whether they accept that they are becoming an independent adult.	N/A	N/A	N/A	N/A	N/A

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Arnett, J. J. [2004] Emerging adulthood : The winding road	Emerging adults, development	The period spanning 18 to the early 20s was named emerging adulthood to signify a period where individuals are no longer adolescents but haven't reached adulthood. They are not adults yet because they have chosen to pursue higher education or focus on career and other opportunities, while delaying marriage and parenthood. Emerging adulthood is a self-focused period of identity exploration wherein individuals can decide what they want their lives to become.	Explains the reasoning for coining the term emerging adulthood. It relates it to industrialization and economic changes throughout the years. It's necessary to understand the period from this perspective because these changes were what prompted the development of this period. Individuals would not be delaying marriage and parenthood if they had financial security, but they have to spend more time focusing on becoming financially secure because of all the changes in the economy.	N/A	N/A	N/A	N/A	N/A

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Arnett, J. J. [2006] Emerging adulthood : Understanding the new way	Emerging adults, development	Emerging adulthood is a period of identity exploration, instability, self-focus, feeling in-between, and possibilities. Individuals have the opportunity to continue exploring their identity and try different roles before deciding who they want to be. They are self-focused in this stage, due to having few social obligations and responsibilities. They feel in-between because they are no longer teens but don't consider themselves adults because they haven't reached adult milestones.	This chapter is successful in removing the negative view that emerging adults are being selfish, and instead describes this period as one of self-focus. While being self-focused can be seen as selfish, Arnett explains that industrialization has allowed and encouraged individuals to spend more time focusing on themselves, rather than it being a choice they made on their own accord. This chapter changes the narrative other authors have perpetuated about emerging adulthood.	N/A	N/A	N/A	N/A	N/A

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Arnett, J. J. [2007] Emerging adulthood : What is it	Emerging adults, development	Emerging adulthood is the most appropriate term to capture what it means to be an individual between 18 and early 20s. Individuals between these ages are no longer adolescents because they experienced puberty and are out of secondary school. Young adulthood doesn't fit because the term describes people in their 30s who have achieved adult roles. This period is not a transition to adulthood, because it's its own period of development.	While coining the term emerging adulthood was necessary to differentiate this period of time from other developmental periods, Arnett isn't always successful in it's justification for calling it emerging adulthood. At some points he states that it is not a transitional period and cannot be called "the transitions to adulthood," but other times he states that emerging adults are transitioning to adulthood. He calls emerging adulthood it's own period, but continues discussing how they are in transition.	N/A	N/A	N/A	N/A	N/A

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Arnett, J. J. [2016] College students as emerging adults	Emerging adults, development	The college context provides a unique view of emerging adulthood. In the U.S. more students are pursuing tertiary education, with 70% of students enrolling in universities. Many students are White, high SES, females affording them the opportunity to pursue education. As such, studies focusing on emerging adults in college should be aware of and acknowledge the differences between these individuals and other emerging adults not in college.	Article highlights the importance of viewing emerging adults in college through a different lens. A majority of studies on emerging adults use samples of individuals in college and attempt to generalize their findings to all emerging adults. This shouldn't be the case because emerging adults who are not in college are different from those who are. This article provides statistics on emerging adults in college and is a call to action for researchers to acknowledge the differences between the two groups.	N/A	N/A	N/A	N/A	N/A

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Arnett, J. J. & Schwab, J. [2012] The Clark University poll of emerging adults	Emerging adults, development	1,029 college students participated in a university poll. Results indicated that while emerging adults felt that this period was stressful, they viewed it as a fun and exciting time. Most reported that an important part of becoming an adult was taking responsibility for themselves. Many also reported that pursuing tertiary education was the most important key to success, but believed it was possible to find a good job without a college education.	This extensive report provides information on a number of issues emerging adults experience. It outlines a series of questions posed to emerging adults and reports the data in a way that is easy to understand. Data is reported graphically as well as in written format. The data provided in this report is helpful to understand what emerging adults are experiencing and discusses both highs and lows of the period, by providing a full picture of the developmental period.	Quantitative survey	Survey constructed by author J.J. Arnett for the study	18-29	51% male, 49% female	61% White, 17% Latinx, 12% African American, 5% Asian American, 5% Other

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Beckmeyer, J. J., & Cromwell, S. [2019] Romantic relationship status and emerging adult well-being	Relationships, emerging adults	744 emerging adults participated in the study to assess well-being and relationship status. Participants were split into three groups based on relationship status. Results of indicated that emerging adults who were single and very interested in a romantic relationship reported the highest level of depressive symptoms compared to the other two groups. Emerging adults in a relationship reported greater life satisfaction and less loneliness.	A problem with this article is the way data are reported. Demographic data of the participants are not fully reported, and as such doesn't provide a full picture of who the participants are. The article specifies the percentage of the sample that were white females, but does not specify the ethnicities of the other participants. The study isn't meant to be about ethnic differences, but it's unclear why the authors left the information out. In doing so, it erases part of the identity of some of the participants.	Quantitative survey	10-item Center for Epidemiological Studies Depression Scale; 5-item Life Satisfaction scale; 3-item Loneliness scale; 2 items assessed relationship status & romantic interest	18-29	53% male, 47% female	63% White, 37% Other

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Berger, A., Wildsmith, E., Manlove, J., & Steward-Streng, N. [2012] Relationship violence among young adult couples	Young adults, relationships	There is a high prevalence of intimate partner violence in young adults' relationships. 42% of couples reported that one or both partners have experienced or been the perpetrator relationship violence . Many couples report several incidences of relationship violence during the span of their relationship. In most cases, females are the only ones to report the violence even though 39% of couples report that the male experienced violence as well.	Article provides important information about rates of IPV. While a number of incidences of IPV go unreported, articles like this shed light on what an issues this is. It highlights the need for relationship education and support to individuals and couples who experience this in their relationships. It's interesting to note that couples with children report the highest rates of IPV because it means more people are experiencing the negative outcomes associated with IPV.	N/A	N/A	N/A	N/A	N/A

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Bradford, A. B., Adler-Baeder, F., Ketring, S. A., Bub, K. L., Pittman, J. F., & Smith, T. A. [2014] Relationship quality and depressed affect among a diverse sample	Relationship education	250 couples participated in the study to assess the effectiveness of CRE. Couples participated in one of four programs (i.e., Together We Can, Smart Steps for Stepfamilies, Basic Training for Black Marriages, or Mastering the Mysteries of Love). Results indicated that after participating in CRE, couples reported improved relationship quality and decreased depressive affect. They found that decreases in depressed affect led to improved relationship quality.	By including a sample of "unstable" couples, this study examines an area that not many other studies have examined (i.e., couples contemplating divorce). Although RE programs were designed for married and premarital couples, and some couples are at risk for divorce, this couple looks at couples who have discussed the topic. It sheds light on the importance of providing help to couples who could still be helped even if they are discussing divorce.	Quantitative survey; Pre- and post- data collection	5 items from Quality of Marriage Index; 3 items from Center for Epidemiological Studies Depression Scale	N/A	50% female, 50% male	54% White, 46% African American

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Bradford, K., Higginbotham, B. J., & Skogrand, L. [2014] Healthy relationship education : A statewide initiative case study	Relationship education	2,219 individuals participated in the study to examine the outcome of an initiative to offer CRE to more people. Programs were offered in a variety of settings and taught in a variety of methods. Results indicated that participants' knowledge of relationships increased significantly after CRE. Participants reported learning effective listening, how to solve problems and settle disagreements, the importance of spending time together and how to deepen love in a relationship.	Study highlights how statewide initiatives have led to more people having access to RE. Studies like this, with results that indicate success of RE programs with a variety of participants provide support for the idea that more people should have access to RE. The success of studies like this indicates that more states should invest in RE initiatives.	Quantitative survey; Retrospective pre- and post-data collection	6-item relationship knowledge scale	mean = 37	57% female, 43% male	86% White, 10% Latinx, 1% African American, 1% Asian or Pacific Islander, 1% Native American, 1% Other

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Braithwaite, S.R., Delevi, R., & Fincham, F. D. [2010] Romantic relationships and the physical and mental	Relationships, college students	1,621 college students participated in the study to examine mental and physical health and relationship status, to assess if relationship status affected mental and physical health, and if risky behaviors mediated the relationship between relationship status and health problems. All hypotheses were confirmed, with results suggesting that individuals in relationships reported fewer health problems and were less likely to engage in risky behaviors.	Study adds to the literature showing that being in a relationship is associated with improved mental and physical health. The researchers tested this hypothesis with college students and found that those who were in relationships reported better mental and physical health. Several studies have recreated this with similar results, and it would be beneficial for future studies to assess what aspects of relationships lead to these results.	Quantitative survey	National College Health Assessment; items assessing mental and physical health problems, number of sexual partners, substance use, and weight	18-25	64% female, 36% male	73.3% White, 9.3% Black, 9.5% Hispanic, 3.6% Asian, 3.7% Other

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Braithwaite, S. R., Lambert, N. M., Fincham, F. D., & Pasley, K. [2010] Does college-based relationship education decrease extradyadic	Relationship education	380 college students participated in the study to examine the effectiveness of Relationship U (RU) on rates of extradyadic behaviors. Data were collected from students in a university-wide course. Throughout the course of the semester, students responded to survey questions. Results indicated that participating in RE reduced the frequency of extradyadic behaviors over the course of the semester.	This study examined the effectiveness of RE in reducing extradyadic behaviors, which few studies have done before. Given that more studies have started examining the effectiveness of RE with emerging adults and college students, it's important to examine it's effects on things like extradyadic behaviors, which occur frequently among emerging adults and college students.	Quantitative survey, several time points	Items assessing extradyadic behaviors	Mean = 19.96	82% female, 18% male	64% White, 16% African American, 10% Hispanic, 10% Other

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Brener, N. D., McMahon, P. M., Warren, C. W., & Douglas, K. A. [1999] Forced sexual intercourse and associated health-risk	College students, health	2,823 female college students participated in the study to examine the relationship between rape and health-risk behaviors. Results indicated that 20% of participants reported being forced to have sexual intercourse. 71% of these were raped before the age of 18. 16% of participants were raped at the age of 12 or younger. Lastly, participants who had been raped were more likely to report health-risk behaviors.	Given the number of rapes that go unreported, and the negative effects they have on individuals who experience the assault, studies like this shed light on the importance of examining health-risk behaviors associated with rape. The percentage of women who experienced rape before the age of 18 indicates the importance of shedding light on this issue and finding ways to reduce these statistics.	Quantitative survey	National College Health Risk Behavior Survey	18-45+	100% female	72% White, 13% Black, 7% Hispanic, 8% Other

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
<p>Buhi, E. R., Daley, E. M., Oberne, A., Smith, S. A., Schneider, T., & Fuhrmann, H. J. [2010] Quality and accuracy of sexual health information on web sites</p>	<p>Sex education, health</p>	<p>177 sexual health web sites were assessed to examine the accuracy and quality of the material available on said sites. Online searches were conducted to look for answers to sexual health scenarios related but not limited to contraception, STIs/HIV, sexual assault, and abortion. Sites with different types of domain extensions were assessed. Results indicated that web sites with the most complex information and controversial topics had the most inaccuracies.</p>	<p>Studies like this are important because they assess online information on serious topics that is readily available to teens. Teens who don't have access to formal sex education or who don't receive sex education from their parents, turn to online sources for information. As such, it's important that sites have correct information, and studies like this work to assess whether they do or not.</p>	<p>Qualitative</p>	<p>Online searches for answers to 12 sexual health scenarios</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Burr, B. K., Hubler, D. S., Gardner, B. C., Roberts, K. M., & Patterson, J. [2014] What are couples saying	Relationship education	99 couples participated in a study to assess pros and cons to relationship education programs. Couples were recorded having a conversation about relationship education programs and the different components they could offer participants. Results indicated that couples found three major pros in attending relationship education: gaining relationship skills, enhancing the quality of their relationship, and benefiting from the environment.	This study provides valuable information on how couples perceive relationship education programs and how the field could tailor and/or enhance these programs to better fit the needs and expectations of participants.	Mixed methods	Survey, recordings of couples conversing about relationship education programs	18-35	50% female, 50% male	2% Asian/Pacific Islander, 8% African America/Black, 4% Hispanic/Latin x, 8% American Indian/Alaska Native, 77% Caucasian

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Burton, L. M., Cherlin, A., Winn, D. M., Estacion, A. & Holder-Taylor, C. [2009] The role of trust in low-income mothers' intimate unions	Relationships	256 women participated in a study to assess the role of trust in their intimate relationships. Results suggested that 96% of participants did not trust men, but this did not deter them from entering relationships and cohabiting. The study revealed that women were engaging in four types of interpersonal trust: suspended, integrated, compartmentalized, and misplaced.	This study makes contributions to literature on diverse populations. While a majority of the studies include samples of middle-class individuals, the sample in this study is low-SES individuals. Studies like this help assess issues that affect diverse people and spotlights the diverse populations affected by the issues.	Qualitative, ethnography	Observation, interviews on topics related to family economies, health and access to health care services, intimate relationships, neighborhood environment, and support networks	15-40+	100% female	42% Latinx/Hispanic, 38% African American, 20% White

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Cantor, D., Fisher, B., Chibnall, S., Townsend, R., Lee, H., Bruce, C., & Thomas, G. [2015] Report on the AAU campus climate survey on sexual assault	Sexual misconduct, college students	779,170 college students participated in a survey examining the prevalence of sexual assault and sexual misconduct at 27 universities. Results indicated that 11.7% of students experienced nonconsensual penetration or sexual touching by force or incapacitation. Females, transgender, genderqueer, and nonconforming individuals reported the highest rates. 47.7% of students reported experiencing sexual harassment.	Given the increase in the prevalence of sexual assault on college campuses, this study is important because it provides the statistics for a variety of universities in the U.S. This study highlights the fact that females and LGBTQ+ individuals are at a higher risk. This data means that more efforts need to be made in protecting these populations and the perpetrators should have more stringent repercussions.	Quantitative survey	Survey constructed for the study	18-27+	49.5% female, 49.5% male, .9% other	White, Hispanic, Black, Asian, Other

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Carver, K. P., Joyner, K., & Udry, J. R. [2003] National estimates of adolescent romantic relationships	Relationships, adolescents	11,973 adolescents from 80 high schools participated in the study to examine their romantic relationship patterns across the U.S. Results indicated that 55% of adolescents had engaged in a romantic relationship within 18 months of the study taking place. Only 9.7% of adolescents reported liking the relationship they were in. By the age of 12, one-third of adolescents had experienced a romantic relationship.	This study shows the recent efforts to provide RE to diverse populations and in a variety of settings. It provides RE to high school students in a number of schools in the U.S. Given that they found success providing RE to high school students, the study provides support for continuing the efforts to provide RE to diverse populations in diverse settings.	Mixed methods	Survey; interviews	12-18	52% female, 48% male	White, African American, Hispanic, Asian, Native American

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Cherlin, A. J., Burton, L. M., Hurt, T. R., & Purvin, D. M. [2004] The influence of physical and sexual abuse on marriage	Sexual abuse, physical abuse	2,402 women from the Three-City study, along with the 256 women from the ethnographic study participated in the study to assess the relationship between physical and sexual abuse and romantic relationships and cohabiting. Results indicated that women who experienced sexual abuse in childhood were less likely to be in sustainable marriages or stable cohabiting relationships and were more likely to have multiple short-term, cohabiting relationships.	This study adds to the literature on the deleterious effects of physical and sexual abuse. Specifically, the study examines how it relates to romantic relationships and cohabiting. The results of the study highlight the importance of providing interventions and programs (e.g., RE) to assist survivors of sexual and physical abuse be more successful in their relationships.	Mixed methods; sample 1: qualitative, ethnographic; sample 2: quantitative survey	Sample 1: observation, interviews; Sample 2: survey constructed for the study	15-40+	100% female	Sample 1: 42% Latinx/Hispanic, 38% African American, 20% White; Sample 2: 48% Latinx/Hispanic, 43% African American, 9% White

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Cohen, J. [1992] Statistical power analysis	Statistics	Cohen defines statistical power as the probability of rejecting the null hypothesis when it is false or obtaining a statistically significant result. He states that power is dependent on three criteria (i.e., significance level, sample size, and effect size). He also states that finding and reporting statistical power is often beneficial when nonsignificant results were obtained.	This article aids in understanding the factors affecting statistical power in a manner that is straightforward yet informative. This article provides an example of how statistical concepts should be reported on.	N/A	N/A	N/A	N/A	N/A

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Cottle, N. R., Thompson, A. K., Burr, B. K., & Hubler, D. S. [2014] The effectiveness of relationship education	Relationship education, college students	186 emerging adult college students participated in the study to examine the effectiveness of Within My Reach (WMR). Results indicated that participants reported more relationship confidence and higher likelihood of getting married after the WMR course. Participants also reported increases in relationship knowledge and increased awareness of signs of danger in relationships. Lastly, participants reported an increase in their commitment relationships.	This study adds to the literature on providing RE to emerging adults. Given that relationships become a large part of emerging adulthood, more programs have made efforts to tailor RE to be effective with emerging adults. Results of this study provide support for the importance of continuing to provide RE to emerging adults. More programs should aim to tailor their curriculum for emerging adults.	Quantitative survey	Within My Reach survey, 60-item pre, 48-item post	18-25+	61% female, 39% male	72% White/Caucasian, 14% Hispanic/Latin x, 11% African American, 3% Other

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
<p>Crowne, D. P., & Marlowe, D. [1960] A new Scale of social desirability</p>	<p>Social desirability</p>	<p>37 adults participated in a study to assess the relationship between their scores on the MMPI and two social desirability scales. The M-C SDS was developed for use with the study and measured respondents attempting to answer in a culturally appropriate or acceptable manner. Results suggested that the M-C SDS was significantly correlated to several scales of the MMPI (i.e., K, L, F, Pd, Sc). Authors concluded that social desirability accounted for part of the variance in MMPI scores.</p>	<p>This study provided early data on the relationship between social desirability and self-report measures. The results have benefited research, as it has influenced the way studies utilize self-report surveys and interpret findings from such sources.</p>	<p>Quantitative survey</p>	<p>Marlowe-Crowne Social Desirability Scale, Edwards SDS, MMPI,</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Daire, A. P., Harris, S. M., Carlson, R. G., Munyon, M. D., Rappleye a, D. L., Green Beverly, M. & Hiatt, J. [2012] Fruits of impoverished communication	Relationship education, couples	37 Hispanic individuals participated in the study to examine the efficacy of Within My Reach/Within Our Reach. Participants were separated into four focus groups. Results indicated that participants acquired new communication skills that they integrated into their relationships. Participants reported that the improved communication also led to improvements in their home, reporting having calmer homes where the partners were more respectful and loving.	This study adds to the literature on utilizing RE with diverse populations. The sample in this study is entirely Hispanic. Given that RE was traditionally for White individuals, studies like this provide support to its utility with other populations. Because results of the study suggested that RE was effective with sample, even though it was small, it supports the need to deliver RE to more diverse groups.	Qualitative, focus groups	Five open-ended questions	18-80	62% female, 38% male	100% Hispanic

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
DiTommaso, E., Brannen-McNulty, C., Ross, L., & Burgess, M. [2003] Attachment styles, social skills, and loneliness	Young adults, attachment	183 college students participated in the study examining their attachment styles, social skills, and perceived loneliness. Results indicated that secure attachment was related to lower perceived loneliness (i.e., family, social, and romantic). Fearful attachment was related to higher perceived loneliness. Secure attachment was also related to better social skills (i.e., emotional expressivity, emotional sensitivity, social expressivity, social control).	Given that the data for this study were collected from students at one university, the procedure does not seem like the most effective way of collecting data. Participants were split into groups of 2-70, which is a random and non-uniform manner of splitting up participants. It's also a large gap, which makes it impossible to know how large the other groups were. Given that the data were collected from students in a Psychology course, there could've been more effective ways to collect data.	Quantitative survey	30-item Relationship Scales Questionnaire; 15-item Social and Emotional Loneliness Scale for Adults Short-Form; 90-item Social Skills Inventory	18-22	64% female, 36% male	N/A

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Eldridge, K.A., Parmelee, H., & Patterson, M. [2014] Relationship IQ quantitative program evaluation	Relationship education, college students	802 college students participated in a cross-sectional study and 355 participated in a longitudinal study to examine their patterns of participation in the rIQ program. Results indicated that students who were in school longer, had higher participation in rIQ. Despite this, participation in rIQ was low. Participants reported positive impact on their lives, with first year students reporting the highest impact.	This study adds to the literature on utilizing RE with college students and provides data on the use of rIQ. Given that rIQ was developed, and therefore is a relatively new RE program, studies like this help to assess its popularity among students and efficacy. Having this data sheds light on how RE works with college students, specifically RE that was created for college students.	Quantitative survey	Survey constructed for the study	N/A	Cross-sectional: 67% female; 33% male Longitudinal: 67% female; 33% male	N/A

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Fincham, F. D., Stanley, S. M., & Rhoades, G. K. [2011] Relationship education in emerging adulthood	Emerging adults, relationship education	Emerging adulthood is a stage where many are focused on having romantic relationships, making it important for them to learn how to sustain a relationship. While 29% of emerging adults are not in a relationship, they would like to be. Additionally, the skills they learn will be carried over into future relationships. As such, it's important to provided RE to emerging adults. While RE was created for married couples, more programs have targetted emerging adults.	This article discusses the importance of providing RE to emerging adults. It provides data to support the need to provide RE to emerging adults. While efforts have been made to make RE more accessible and tailored to emerging adults, articles like this help to support that initiative by outlining the reasons RE is necessary during this developmental period.	N/A	N/A	N/A	N/A	N/A

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Furman, W., Ho, M. J., & Low, S. M. [2007] The rocky road of adolescent romantic experiences	Relationships, adolescents	100 adolescents participated in the study to examine romantic relationship patterns, which are common during adolescence, and most youth report wanting to fall in love. Results indicated that engaging in romantic relationships during adolescence was associated with benefits such as social competence, as well as risky behaviors (i.e., substance use). This suggests that there are benefits and risks to adolescents engaging in romantic relationships.	This study provides more information on adolescent dating. Many studies focus on their thoughts on dating, which are often idealistic. This study examines how dating positively and negatively affects adolescents. This study does not attempt to make a definitive conclusion on whether adolescent dating is good or bad, rather it provides information on both. Studies like this should work to make this information accessible to parents of adolescents to help them help their children during this period.	Qualitative	Interviews, observations	14-16	50% female, 50% male	70% Euro-American, 12.5% African-American, 12% Hispanic, 2.5% Asian, 3% Other/Biracial

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Gardner, S. P., Giese, K., & Parrott, S. M. [2004] Evaluation of the connections	Relationships, relationship education	410 high school students from six schools in California participated in a study to assess the efficacy of the Connections RE program. Results indicated that although the difference was small, receiving the curriculum increased knowledge of relationship concepts. In addition, participation decreased violence in dating relationships, decreased risk factors for pregnancy, and positively impacted adolescents' attitudes related to future successful marriage.	While the results of this study suggested that differences between the intervention and control groups were small, the data are still valuable because students became more informed about relationship. Specifically because participants saw decreases in relationship violence, studies like this provide support for including courses on RE in high school curriculum.	Quantitative survey	30-item knowledge scale; 18-item Conflict Tactics Scale; 9-item Rosenberg Self-Esteem Scale; 3 items on communication with parents; 8 items on divorce attitudes; 2 items on marriage attitudes; 4 items on attitude towards counseling ; 5 items on sexual pressure; 6 items on abstinence	14-19	79% female, 21% male	38.4% White, 30.1% Hispanic, 14.7% Other, 10.3% Asian, 4.9% African American, 1.7% Native American

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Georgia, E. J., Cicila, L. N., & Doss, B. D. [2016] Use of web-based relationship and marriage education	Relationship education	<p>Although a number of couples experience relationship distress, only 31% of couples participate in premarital RE. The couples who have access to RME are middle-class, Caucasian, and well-educated. Four types of web-based RME programs are available online. Because of the availability of these programs online, typically underserved populations now have access to RME, and some of these programs have started gaining empirical support.</p>	<p>Although a number of studies have pointed out that most couples seek treatment too late in their relationships, chapters like this highlight the importance of providing RE to a wide number of people as a preventative measure. This chapter discusses how online RE has led to wider reach to more diverse populations. Continued efforts need to be made, in order to provide RE to people at risk for divorce, to help repair their marriages.</p>	N/A	N/A	N/A	N/A	N/A

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
<p>Hawkins, A. J., Stanley, S. M., Blanchard, V. M., & Albright, M. [2012] Exploring program moderator s of effectiveness</p>	<p>Emerging adults, relationship education</p>	<p>148 reports were analyzed to assess common factors in the efficacy of RE. Most commonly, the studies examined outcomes on relationship quality or satisfaction and communication. Results suggested that those that delivered 9 or more hours were associated with stronger effects. Additionally, programs focused on communication led to better outcomes. Finally, no differences were found based on location of the programs or if a program was institutionalized.</p>	<p>This study highlights the similarities in RE programs, and what makes them successful. With the number of RE programs available, studies like this help to compare them to assess which are more effective. This data is important because all programs are not available in every state or city, therefore good programs need to be available everywhere. As such, programs that are less successful could be tailored and improved, in order to better suit its participants.</p>	<p>Meta-analysis</p>	<p>Coded reports</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
<p>Henrich, J., Heine, S. J., & Norenzayan, A. [2010] Most people are not WEIRD</p>	<p>Sampling designs</p>	<p>Most studies include participants who are Western, educated, industrialized, rich, and democratic (WEIRD). However, most individuals do not identify this way. A survey in 2008 found that while 96% of study participants are Western, this only makes up 12% of the world's population. As such, the authors suggest that researchers conduct studies with individuals who do not identify as WEIRD. They state that doing so, may affect how policies and decisions.</p>	<p>This article sheds light on an important issue, which is how studies select participants. Results of the survey from 2008 are astounding when taking into account the diversity of the world. This article shows how important it is for researchers to diversify their samples. Because studies have an impact on policies, not including diverse samples is a detriment to people whose identities are erased due to lack of representation.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Holt, L. J., Mattanah, J. F., Schmidt, C. K., Darks, J. S., Brophy, E.N, Minnaar, P. Y, & Rorer, K. [2016] Effects of relationship education on emerging adults'	Emerging adults, relationship education	112 college students participated in a study to assess the effect of Project RELATE on relationship beliefs and behaviors. Emerging adults were randomized into to one of three conditions: (a) a facilitated, group-based RE program; (b) a single-participant, computer-based RE presentation (ePREP); or (c) a control group. Results indicated that participants in the facilitated group had declines in maladaptive relationship beliefs and improvements in decision-making.	While this study is aimed at assessing the effect of Project RELATE, the inclusion of the computer-based RE program intervention is important as well. Given the number of online-based RE programs that exist, it's important to compare how effective they are, compared to facilitated RE programs. Though that wasn't the goal of this study, it does shed light on the effect of a computer-based program, which more studies should aim to do.	Quantitative survey	40-item dysfunctional relationship beliefs scale (RBI); 12-item relationship decision-making scale (RDS); 22-item mutuality scale (MPDQ); 30-item relationship quality scale (NRI); 21-item psychological distress scale (DASS-21); 12 items on group experience	17-32	84% female, 16% male	57% White, 19% African American/Black, 13% Asian/Pacific Islander, 5% Hispanic/Latin x, 3% Native American, 3% Other

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Markman, H.J., Floyd, F.J., Stanley, S.M. & Storaasli, R.D. [1988] The prevention of marital distress	Relationships, marital distress	42 premarital couples participated in the study to examine the impact of an intervention designed to prevent marital distress and divorce. The couples were randomly assigned to complete the intervention or to a control group. Results of the study indicated that while couples who received the intervention learned the skills, participation didn't have an effect on relationship quality. At the first follow-up intervention couples had higher levels of relationship satisfaction.	This study, published in 1988 reports data on early RE interventions. Given that RE was developed in the 1970s, this intervention to prevent marital distress and divorce is an early iteration of RE. As such, the results are understandable. While a majority of newer studies on RE report positive outcomes for participants, this study indicated that the intervention didn't have an effect on relationship quality. This difference, shows how much RE has developed and improved over the years.	Mixed methods	Marital Adjustment Test (MAT); Relationship Problem Inventory; 29-item Sexual Dissatisfaction Scale; Communication box; Communication Skill Test (CST)	18-32	50% female, 50% male	N/A

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Markman, H. J., & Rhoades, G. K. [2012] Relationship education research	Relationship education	Relationship education programs provide education and skills, which help individuals and couples increase their chances of having healthy relationships. Couples experience distress, instability, and conflict, making the availability of RE important. While RE programs were designed for premarital or married couples, more programs have been designed for others. Larger-scale programs have focused on offering RE to more diverse individuals.	This article reviews how RE programs have evolved over the years, and how it's been tailored to fit diverse groups of people. As RE continues to evolve, more should be done to get RE to reach more people. Given that couples and individuals alike struggle with relationships and need relationship knowledge, continued efforts should be made to make RE more readily available.	N/A	N/A	N/A	N/A	N/A

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Masten, A. S., Burt, K. B., Roisman, G. I., Obradovic, J., Long, J. D., & Tellegen, A. [2004] Resources and resilience in the transition	Emerging adults, development	173 individuals participated in a longitudinal study to examine the process of transitioning to adulthood. Results indicated a relationship between resources from childhood (IQ, parenting quality, and SES) and success on developmental tasks in emerging and young adulthood. Additionally, they found that success on these developmental tasks was also related to resources such as autonomy, future motivation, coping skills, and adult support.	This article highlight the importance of conducting longitudinal studies. While it is often difficult to collect this data, what these studies produce is invaluable. This study followed individuals from the ages of 8-12 to 28-36, which the authors note was a challenge. However, by conducting this study longitudinally, the authors found relationships between things that occur in childhood and development later in adulthood. Having this data is helpful because it indicates areas where intervention is possible.	Mixed methods	Review of academic records; interviews; questionnaires; rating scales; observation; IQ assessment	8-12, 17-23, 28-36	57% female, 43% male	71% White, 18% African American, 7% American Indian, 3% Hispanic, 1% Asian

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Mellins, C. A., Walsh, K., Sarvet, A. L., Wall, M., Gilbert, L., Santelli, J. S., & Hirsch, J. S. [2017] Sexual assault incidents among college undergraduates	Sexual misconduct, college students	1,671 college students participated in the study to examine the prevalence of sexual assault among undergraduates, as well as risk factors associated with sexual assault. Results of the study indicated that 22% of participants reported at least one incident of sexual assault. Women and gender non-conforming individuals reported the highest rates (28% and 38%, respectively), with 12.5% of men reporting at least one incident.	Studies like this are helpful in providing more current statistics on sexual assault on college campuses. This data should be readily available to the public, and programs or interventions should be developed for colleges and universities to aid in the prevention of sexual assault. Given the prevalence of sexual assault, more should be done to protect college students.	Quantitative survey	Sexual Health Initiative to Foster Transformation (SHIFT) survey; Sexual Experiences Survey; Alcohol Use Disorders Identification Test (AUDIT); one item on romantic/sexual relationships; one item on pre-college sexual assault	18-29	58% female, 41% male, 1% gender non-conforming	44% White, 24% Asian, 14% Hispanic, 10% Other, 9% Black

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Morrison, P., Noah, M., Parmelee, H., & Eldridge, K.A. [2014] Relationship IQ qualitative program evaluation	Young adults, relationship education	1,595 college students participated in a study examining what they learned after participating in rIQ. Data were collected from students at the end of the school year to assess the impact of rIQ. Results indicated that students who participated in rIQ reported learning about skills applicable to all types of relationships, and information about sex, romantic relationships, and spiritual relationships. Participants also reported improved skills in their relationships and improved quality of relationships.	This is another study to assess the effectiveness of rIQ. Again, because rIQ is a fairly new RE program, studies like these help to assess what college students' experiences of the program are. It's particularly useful data because the study was conducted longitudinally. As such, it provides data on how rIQ works for students over time.	Qualitative	3 open-ended questions constructed for the study	N/A	64% female, 36% male	N/A

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
<p>McFarland, J., Hussar, B., de Brey, C., Snyder, T., Wang, X., Wilkinson-Flicker, S., ... Hinz, S. [2017] The condition of education 2017</p>	<p>Educational</p>	<p>Data were collected from a variety of sources and a number of school throughout the U.S. as part of the NCES' report on education in the U.S. A finding of the report was that for kindergarteners, poverty and low parent educational attainment were associated with lower academic achievement in mathematics, reading, and science in kindergarten through third grade. 2.5% of students in U.S. public elementary and secondary schools were reported as homeless.</p>	<p>Studies like this shed light on issues in school that are not typically discussed. Information provided in this report might not have been known were it not for this survey. In particular, that fact that 2.5% of elementary and secondary school students are homeless is astounding. These children and their families should receive support in dealing with this. Overall, reports like this provide areas where support and intervention are necessary.</p>	<p>Mixed methods</p>	<p>Surveys; compilations of administrative records</p>	<p>N/A</p>	<p>N/A</p>	<p>American Indian/Alaska Native, Asian, Black/African American, Native Hawaiian/Pacific Islander, White, Hispanic/Latin x</p>

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Olson-Sigg, A. & Olson, D. H. [2011] PREPARE/ENRICH for premarital and married	Relationship education	One premarital couple participated in a case study to examine the efficacy of PREPARE/ENRICH. The couple completed a pre-treatment assessment. Their therapist placed a strong emphasis on communication and conflict resolution, given the couple's goals. Results indicated that the couple grew in their ability to resolve conflict, had decreases in stress, and gained a better understanding of patterns they were engaging in.	The P/E program is one of few RE programs that provides assessment along with intervention. This helps in tailoring the intervention to the results of the assessment for each couple. Given the depth this program goes into, it's likely costly, and unlikely accessible to low-income couples. As such, more should be done to offer lower-SES individuals something similar to this program. Doing this in a group format where couples are grouped together could work. This way, they can work on similar goals in a more tailored approach.	Qualitative, case study	PREPARE/ENRICH assessment, observation	27	50% female, 50% male	N/A

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Pearson, M., Stanley, S.M., & Rhoades, G.K. [2008] Within My Reach instructor manual	Relationship education	Within My Reach (WMR) is a program designed to serve low-income single parents. It is a departure from more traditional RE, which were designed for married couples and had religious underpinning s. The program covers decision-making, communication skills and relationship awareness. It teaches concepts and skills to help participants assess past and current relationship communication patterns, their children’s well-being, and their personal goals.	Programs like WMR are important because they are developed specifically for less traditional RE participants. This shows the effort to create more RE programs that more people could benefit from. Specifically, because low-SES single parents experience certain struggles, this program is designed to help them in those areas. More programs should aim to work this way.	N/A	N/A	N/A	N/A	N/A

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Regnerus, M. & Uecker, J. [2011] Premarital sex in America	Young adults, relationships	<p>Data on unmarried individuals states that 84% have had sex. Americans are delaying marriage, as such premarital sex is occurring more often. Data show that 40% of men are not in a relationship, 52.5% are dating and having sex, 4.6% are dating and not having sex, and 2.8% are only having sex. For women, 27.4% are not in a relationship, 66.4% are dating and having sex, 4% are dating and not having sex, and 2.2% are only having sex.</p>	<p>This book provides statistics on emerging adults' romantic and sexual relationship patterns. Given the importance of intimate relationships during this developmental period, it is necessary for RE to be provided during this time. While this book does not focus on RE, the data in the book does provide support for the utility of RE during this time.</p>	N/A	N/A	N/A	N/A	N/A

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Rhoades, G. K. [2015] The effectiveness of the Within Our Reach	Relationship education, couples	2,237 couples participated in Within Our Reach (WOR). Couples were randomly assigned to the WOR intervention or a control group. Results of the study indicated that the intervention group reported higher relationship happiness, more warmth and support, more positive communication, less infidelity less negative behavior and emotion, less psychological abuse, lower psychological distress (women), and less physical assault (men).	Data from this large-scale, longitudinal study provides support for the delivery of RE in a wider variety of places and to diverse groups of people. This study included 4,474 participants at the beginning, and the fact that they retained about 78% of the sample at the 30-month follow-up shows that when the programs are provided, people will participate. This shows that people are seeking to be part of these programs.	Quantitative survey	6-item K6 Mental Health Screening Tool; items on relationship happiness, trouble in marriage, relationship warmth and support, positive communication skills, negative behavior and emotions, partner's psychological abuse, partner's physical assault, partner's severe physical assault, infidelity, cooperative co-parenting	Mean = 32.61	50% female, 50% male	61.23% Hispanic/Latin x, 17.22% White, 16.78% Other, 4.77% African American

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Rice, K. G., Fitzgerald, D. P., Whaley, T. J. & Gibbs, C. L. [1995] Cross-sectional and longitudinal examination of attachment	College students, attachment	223 college students participated in a cross-sectional study and 81 participated in a longitudinal study to examine attachment. Results indicated that participants' attachments to parents were stable over time. Secure attachment was inversely related to independence from parents in the cross-sectional study. Lastly, the results showed that having secure attachment during first year was associated with academic and emotional adjustment in junior year.	This study adds to the literature on the importance of secure attachment. The study examined attachment over a two-year period and found relationships between attachment and academic and educational adjustment. While this study was conducted with college students, this study could be replicated with younger adolescents. Having this type of data on younger adolescents, who are experiences a number of changes in relationships could be beneficial in supporting them during this period.	Quantitative survey	53-item Inventory of Parent and Peer Attachment (IPPA); The Separation Anxiety Scale; 138-item Psychological Separation Inventory (PSI); 67-item Student Adaptation to College Questionnaire (SACQ); 90-item College Inventory of Academic Adjustment (CIAA)	Study 1: N/A; study 2: mean = 20.1	Study 1: 48% female, 52% male; study 2: 44% female, 56% male	Study 1: 85% White, 5% Hispanic-American, 5% Asian-American, 4% Black, 1% Other; study 2: 93% White, 7% Other

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Rogge, R. D., Cobb, R. M., Johnson, M., Lawrence, E., & Bradbury, T. N. [2002] The CARE program	Relationship education	The Compassionate and Accepting Relationships through Empathy (CARE) program is designed to improve marital outcomes and promote nurturing and compassionate behaviors. The goal is to teach couples empathy-based skills for dealing with situations that cause tension. The group spans four days, with one 5-hour session and three 3-hour sessions. The program includes lecture, exercises, and the couples are assigned homework after each session.	While many RE programs attempt to decrease negative behaviors and communication in relationships, the goal in CARE is to increase empathy-based skills. CARE's mission is to increase positive behaviors and communication, while also decreasing the negative. While decreasing negative behaviors is important, increasing positive behaviors is likely to help couples even more.	N/A	N/A	N/A	N/A	N/A

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Sawhill, I. V. [2014] Generation unbound: Drifting into sex	Sex, marriage, lifestyle	<p>Although most people say they want to get married, marriage rates have dropped from 72% in 1960 to 51% in 2010. Men and women are choosing to marry later into their 20s, and some choose not to marry at all. Despite this, many people have children leading to increases in the number of children raised by single parents, and increasing the need to aid families. The increase in single-parent households creates a need to redistribute funds, leaving each family with less.</p>	<p>While this book brings attention to the harmful consequences children born outside of marriage face, at times Sawhill presents the information in a judgmental manner. Sawhill makes excellent points on why these children need interventions to rectify the consequences, however, some of her statements on the parents seem like attacks on all people who have a child outside of marriage or people who don't wish to marry.</p>	N/A	N/A	N/A	N/A	N/A

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
<p>Settersten, R.A. [2007] The new landscape of adult life</p>	<p>Adulthood</p>	<p>Several theories have been written to conceptualize adulthood. Most are based on age and discuss rhythms and patterns all individuals undergo. Changes in modern life have led to growing uncertainties, fewer jobs, and marriage has become a much more fragile institution. This means it's important for everyone from governments, families, individuals, and scientists to respond to these changes and to help individuals live well in a contemporary world.</p>	<p>While older theories on adulthood and adult life are still relevant today, as societal changes occur, so must the view of adulthood. Similar to how industrialization as well as societal, economic, and cultural changes prompted the creation of emerging adulthood, these types of changes are happening on a smaller scale for adulthood. As Settersten suggests, help should be given to these individuals to support them during this time.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Simpson, D. M., Leonhardt, N. D., & Hawkins, A. J. [2017] Learning about love: A metaanalytic study	Relationship education, adolescents, emerging adults	30 studies on RE programs were coded to assess their effectiveness. The articles were found through searches on online databases. Three types of outcomes emerged: attitudes, relationship knowledge, and skills. Results indicated that control group studies and one-group studies yielded medium effect sizes. However, because the articles did not include follow-up data, definitive conclusions on the effectiveness of RE with adolescents and emerging adults were not made.	This recent meta-analysis compiled articles on the effectiveness of RE with adolescents and emerging adults. Given that more RE programs have been created for these populations, studies like this provide data on how well the programs work. However, as the authors mention, more needs to be done in longitudinal research in order to determine whether participants generalize the knowledge learned in these programs.	Meta-analysis	Coded reports	13-29	N/A	N/A

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Southgate, D. & Brown, K. W. [2017] The emergence of Generation Z	Advertising, Generation Z	<p>Generation X, Y, and Z individuals participated in a study examining the way they engage with a variety of advertisement methods. Data were collected through online surveys and interviews, as well as advertising in order to assess trends in engagement. Results suggested that the Gen Z cohort was less likely to be receptive to ads on mobile devices and computers. The Gen Z cohort was as receptive to TV and billboard advertisement as the Gen X and Y cohorts.</p>	<p>This study sheds light on changes in advertising trends among different generations. It suggests that advertisers need to reevaluate how they advertise in the future, in order to market to the Gen Z cohort.</p>	Mixed methods	Survey, interviews, advertisement testing	16-49	N/A	N/A

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Szarzynski, A., Porter, R., Whiting, J. B., & Harris, S. M. [2012] Low-income mothers in marriage	Relationship education	14 low-income mothers participated in the study to examine their experiences participating in PREP. Results indicated that women found the classes helpful and that while women believed that healthy relationships and marriage are important, their relationship experiences conflict with their views and beliefs. Lastly, results suggested that women found the classes a place where they gained support and learned relationship skill-building.	This study provides support for expanding the reach of RE to more populations. The women in this sample are of low-SES and some are single parents. As such, they need support to deal with hardships that occur as a result of these factors. In their focus groups the women report finding the classes helpful and the groups to be a place of support. Given the benefits associated with providing RE to individuals with risk factors, more efforts should be made to continue offering the programs to at-risk individuals.	Qualitative, focus groups	Two open-ended questions	N/A	100% female	50% African American, 36% Hispanic, 14% White

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Tanner, J. L. [2006] Recentering during emerging adulthood	Emerging adults, development	Emerging adulthood is a critical point in development, involving the recentering process. It occurs in three stages: (a) transition from adolescence to emerging adulthood, (b) emerging adulthood proper, and (c) transition from emerging to young adulthood. The separation-individuation and ego development processes happen. The first is one where individuals renegotiate relationships with caregivers. The second involves internalizing rules of social intercourse.	Tanner provides a concise description of the recentering process and the two developmental processes involved, in this chapter. The chapter outlines the developmental period of emerging adulthood in a new manner. Given that this chapter was published six years after emerging adulthood was coined, this description of the period was necessary to understand how development occurs. This provided support for emerging adulthood being a developmental period and not just a stage of life.	N/A	N/A	N/A	N/A	N/A

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Toews, M. L. & Yazedjian, A. [2010] "I learned the bad things I'm doing"	Relationship education, adolescents	148 pregnant or parenting adolescent mothers participated in the study to assess knowledge gained after participating in Strengthening Relationships . Results indicated that participants perceived the program as effective in changing how they communicate with their partners and deal with conflicts. Participants reported understanding the importance of communication and conflict-resolution strategies. Other themes revealed that participants gained self-awareness.	Studies similar to this, have utilized focus groups to assess participants' experiences of RE programs. These types of studies provide valuable information on participants' experience in addition to what they learned. While a majority of studies focus on the outcomes, focusing on how participants felt while in the program is beneficial to assessing the effectiveness of a program.	Qualitative, focus groups	Six open-ended questions	14-20	100% female	88% Hispanic, 12% Other

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Vanderberg, R. H., Farkas, A. H., Miller, E., Sucato, G. S., Akers, A. Y., & Borrero, S. B. [2016] Racial and/or ethnic differences in formal sex education	Sex education	1768 women participated in the study to examine racial and ethnic differences in their sex education. Results indicated that 95% of women had formal sex education, 68% had formal contraceptive education, and 92% had formal STD education. 75% reported not having sex education from parents. Only 61% reported contraceptive education from parents and 56% reported STD education from parents. Hispanic women were more likely to report STD education from parents.	Studies like this point out differences in the way formal sex education is delivered. While a majority of participants reported receiving formal sex education, a majority also reported receiving education on STDs. Only 68% reported receiving education on contraceptives. This suggests that a majority of people who received formal sex ed, were likely given a curriculum that pushed for abstinence. This sheds light on the importance of delivering more thorough sex ed, that also discusses contraceptives.	Quantitative survey	10-item survey constructed for the study	15-24	100% female	59% White, 24% Hispanic, 17% Black

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
<p>Visvanathan, P. D., Richmond, M., Winder, C., & Hoskins-Koenck, C. [2015] Individual oriented relationship education</p>	<p>Relationship education</p>	<p>706 single and partnered individuals participated in the study to examine the effectiveness of Within My Reach (WMR) delivered in community-based settings. WMR classes were provided in community-based settings for three years. Results indicated that single participants reported increased belief in their ability to obtain healthy relationships. Partnered individuals reported increased relationship quality and confidence, as well as reduced conflict.</p>	<p>Delivering RE in community-based settings is a step in the right direction to expand the reach of RE programs. By offering RE in community-based settings, they reach populations that have generally been underserved. As the sample in this study shows, these populations are usually minorities. Additionally, as the results indicate, participants experience positive outcomes from participating; giving support to the idea that RE should be delivered in community-based settings.</p>	<p>Quantitative survey</p>	<p>Program satisfaction survey; 10-item Relationship Readiness Scale; 4-item measure for single individuals ; 3-item measure for coupled individuals ;</p>	<p>18–73</p>	<p>75% female, 25% male</p>	<p>41% Hispanic/Latin x, 32% Caucasian, 15% African American, 9% Biracial, 2% American Indian/Native American, 1% Asian/Pacific Islander</p>

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Wadsworth, M. E., & Markman, H. J. [2012] Where's the action?	Relationship education	A number of studies have evaluated the effectiveness of RE and found that participation in RE leads to positive outcomes. Studies have not examined what makes interventions successful. Most programs have focused on improving communication, leading to positive outcomes for participants. Programs also focus on decreasing negative communication rather than increasing positive communication, and the authors propose that programs should aim to increase positive communication.	This article discusses what makes RE programs effective. Research shows that good communication improves relationship quality. As such, it is understandable that when programs focus on communication, they are most successful. The next step in this is for programs to focus on increasing positive communication, such as through teaching empathic responses (i.e., CARE).	N/A	N/A	N/A	N/A	N/A

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Williams on, H. C., Rogge, R. D., Cobb, R. J., Johnson, M. D., Lawrence , E., & Bradbury, T. N. [2015] Risk moderates the outcome of relationship education	Relationship education	174 engaged and newlywed couples participated in the study to examine the effectiveness of RE and to assess if risk moderated success. Couples were randomly assigned to a treatment condition (i.e., CARE, PREP, or RA) or the control group. Results indicated that effects varied across treatment as a result of risk factors. Couples with higher levels of physical aggression and alcohol use, benefited less from the interventions than couples without these issues.	This study examined how risk moderates the effectiveness of RE. While studies have examined the effectiveness of RE with individuals with risk factors, few have examined what role risk plays in the effectiveness of interventions. Given the data from this study, it seems that individuals with certain risk factors (i.e., alcohol use, physical aggression) would benefit from receiving treatment for these issues in addition to the RE. RE programs could screen for this when admitting participants and provide referrals.	Quantitative survey	Marital Adjustment Test (MAT)	male mean = 29.3, female mean = 27.9	50% female, 50% male	55% Caucasian, 21% Latinx, 11% Asian, 5% African American, 8% Other

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Willoughby, B. J. & James, S. L. [2017] The marriage paradox	Emerging adults, marriage	Half of emerging adults do not view themselves as adults. They are in a period where they have to make decisions about relationships, sexuality, education, and occupation. Because they have a variety of relationship options they no longer view marriage as an important step in their lives, the way previous generations did. With an increased number of dating apps, emerging adults have also begun dating casually and some choose to only have sex, without dating.	The article outlines factors leading to the decreasing marriage rates among emerging adults in the U.S. Trends in emerging adulthood (i.e., dating apps, cohabiting, casual sex) have led many to delay marriage until later in life or forgo it altogether. The authors mention that emerging adults feel like they're navigating life without the guidance previous generations had, which is why RE should be delivered during this time, given that they should have more relationship knowledge.	N/A	N/A	N/A	N/A	N/A

(Continued)

Authors, Year, Abbrev Title	Focus	Summary and Notes	Application, Critique, Commentary	Methods /Design	Measures /Data Collection	Sample Age	Sample Gender	Sample Ethnicity
Wood, R. G., Avellar, S., & Goesling, B. [2008] Pathways to adulthood and marriage	Relationships, adolescents	<p>Marriage patterns have changed over the years. As such, it's important to understand youth's attitudes about marriage and relationships. Rates of adolescent dating have decreased and adolescents have delayed sexual activity. However, about 91% of seniors reported that marriage is "quite important" or "extremely important" to them. 81% of adolescents expect to marry some day and 72% indicate that they feel well prepared for marriage.</p>	<p>Given that current data shows that marriage rates have decreased throughout the years, this study should be replicated to assess if adolescents still value marriage and want to be married. Data for this study were collected around 2008, and due to recent trends, adolescents today may feel differently than adolescents in 2008. Current data could shed light on how trends in emerging adulthood have affected the way adolescents view marriage and relationships.</p>	Quantitative survey	National surveys	15-24	N/A	White, African American, Hispanic

References

- Adler-Baeder, F., Kerpelman, J. L., Schramm, D. G., Higginbotham, B., & Paulk, A. (2007). The impact of relationship education on adolescents of diverse backgrounds. *Family Relations, 56* (3), 291-303. doi: 10.1111/j.1741-3729.2007.00460.x
- Admission fast facts: Fall 2018 application and enrollment. (2018). [Graph illustration]. Retrieved from <https://seaver.pepperdine.edu/admission/fast-facts/>
- Aquilino, W. S. (2006). Family relationships and support systems in emerging adulthood. In J. J. Arnett & J. L. Tanner (Eds.), *Emerging adults in America: Coming of age in the 21st century* (pp. 193-218). Washington, DC: American Psychological Association.
- Arnett, J. J. (2004). *Emerging adulthood: The winding road from the late teens through the twenties*. New York, NY: Oxford University Press, Inc.
- Arnett, J. J. (2006). Emerging adulthood: Understanding the new way of coming of age. In J. J. Arnett & J. L. Tanner (Eds.), *Emerging adults in America: Coming of age in the 21st century* (pp. 3-19). Washington, DC: American Psychological Association.
- Arnett, J. J. (2007). Emerging adulthood: What is it, and what is it good for? *Society for Research in Child Development, 1*(2), 68-73. doi: 10.1111/j.1750-8606.2007.00016.x
- Arnett, J. J. (2016). College students as emerging adults: The developmental implications of the college context. *Society for the Study of Emerging Adulthood, 4*(3), 219-222. doi: 10.1177/2167696815587422
- Arnett, J. J., & Schwab, J. (2012). *The Clark University poll of emerging adults: Thriving, struggling, and hopeful*. Worcester, MA: Clark University. Retrieved from <http://www.clarku.edu/clarkpoll-emerging-adults/>

- Beckmeyer, J. J., & Cromwell, S. (2019). Romantic relationship status and emerging adult well-being: Accounting for romantic relationship interest. *Emerging Adulthood, 7*(4), 304-308. doi: 10.1177/2167696818772653
- Berger, A., Wildsmith, E., Manlove, J., & Steward-Streng, N. (2012). Relationship violence among young adult couples. *Child Trends: Research Brief*. Retrieved from https://www.childtrends.org/wp-content/uploads/2012/06/Child_Trends-2012_06_01_RB_CoupleViolence.pdf
- Bradford, A. B., Adler-Baeder, F., Ketring, S. A., Bub, K. L., Pittman, J. F., & Smith, T. A. (2014). Relationship quality and depressed affect among a diverse sample of relationally unstable relationship education participants. *Family Relations, 63*(2), 219-231. doi: 10.1111/fare.12064
- Bradford, K., Higginbotham, B. J., & Skogrand, L. (2014). Healthy relationship education: A statewide initiative case study and outcome evaluation. *Marriage & Family Review, 50*(2), 93–106. doi: 10.1080/01494929.2013.851057
- Braithwaite, S. R., Delevi, & Fincham, F. D. (2010). Romantic relationships and the physical and mental health of college students. *Personal Relationships, 17*(1), 1-12. doi: 10.1037/a0021759
- Braithwaite, S. R., Lambert, N. M., Fincham, F. D., & Pasley, K. (2010). Does college-based relationship education decrease extradyadic involvement in relationships?. *Journal of Family Psychology, 24*(6), 740-745. doi: 10.1037/a0021759
- Brener, N. D., McMahon, P. M., Warren, C. W., & Douglas, K. A. (1999). Forced sexual intercourse and associated health-risk behaviors among female college students in the

- United States. *Journal of Consulting and Clinical Psychology*, 67(2), 252-259. doi: 10.1037/0022-006x.67.2.252
- Buhi, E. R., Daley, E. M., Oberne, A., Smith, S. A., Schneider, T., & Fuhrmann, H. J. (2010). Quality and accuracy of sexual health information web sites visited by young people. *The Journal of Adolescent Health: Official Publication of the Society for Adolescent Medicine*, 47(2), 206-208. doi: 10.1016/j.jadohealth.2010.01.002
- Burr, B. K., Hubler, D. S., Gardner, B. C., Roberts, K. M., & Patterson, J. (2014). What are couples saying about relationship education? A content analysis. *Journal of Couple & Relationship Therapy*, 13(3), 177-197. doi: 10.1080/15332691.2013.852493
- Burton, L. M., Cherlin, A., Winn, D. M., Estacion, A. & Holder-Taylor, C. (2009). The role of trust in low-income mothers' intimate unions. *Journal of Marriage and Family*, 71(5), 1107–1124. doi: 10.1111/j.1741-3737.2009.00658.x
- Cantor, D., Fisher, B., Chibnall, S., Townsend, R., Lee, H., Bruce, C., & Thomas, G. (2015). Report on the AAU campus climate survey on sexual assault and sexual misconduct. *The Association of American Universities*. Retrieved from https://www.aau.edu/sites/default/files/%40%20Files/Climate%20Survey/AAU_Campus_Climate_Survey_12_14_15.pdf
- Carver, K. P., Joyner, K., & Udry, J. R. (2003). National estimates of adolescent romantic relationships. In P. Florsheim (Ed.), *Adolescent romantic relations and sexual behavior: Theory, research, and practical implications* (pp. 23–56). Mahwah, NJ: Lawrence Erlbaum Associates.

- Cherlin, A. J., Burton, L. M., Hurt, T. R., & Purvin, D. M. (2004). The influence of physical and sexual abuse on marriage and cohabitation. *American Sociological Review*, *69*(6), 768-789. doi: 10.1177/000312240406900602
- Cohen, J. (1992). Statistical power analysis. *American Psychological Society*, *1*(3), 98-101.
- Cottle, N. R., Thompson, A. K., Burr, B. K., & Hubler, D. S. (2014). The effectiveness of relationship education in the college classroom. *Journal of Couple & Relationship Therapy*, *13*(4), 267-283. doi: 10.1080/15332691.2014.956357
- Crowne, D. P., & Marlowe, D. (1960). A new Scale of social desirability independent of psychopathology. *Journal of Consulting Psychology*, *24*(1), 349-354.
doi: 10.1037/h0047358
- Daire, A. P., Harris, S. M., Carlson, R. G., Munyon, M. D., Rappleyea, D. L., Green Beverly, M. & Hiett, J. (2012). Fruits of improved communication: The experiences of Hispanic couples in a relationship education program. *Journal of Couple & Relationship Therapy*, *11*(2), 112-129. doi: 10.1080/15332691.2012.666498
- DiTommaso, E., Brannen-McNulty, C., Ross, L., & Burgess, M. (2003). Attachment styles, social skills, and loneliness in young adults. *Personality and Individual Differences*, *35*(2), 303-312. doi: 10.1016/S0191-8869(02)00190-3
- Eldridge, K.A., Parmelee, H., & Patterson, M. (2014). Relationship IQ quantitative program evaluation: Benefits of a broadly-defined relationship education program among university students. Poster presented at the *Association for Behavioral and Cognitive Therapies (ABCT)* annual conference, Philadelphia, PA.
- Fincham, F. D., Stanley, S. M., & Rhoades, G. K. (2011). Relationship education in emerging adulthood: Problems and prospects. In F. D. Fincham & M. Cui (Eds.), *Romantic*

- relationships in emerging adulthood* (pp. 293-316). New York, NY: Cambridge University Press.
- Furman, W., Ho, M. J., & Low, S. M. (2007). The rocky road of adolescent romantic experiences: Dating and adjustment. In R. C. Engels, M. Kerr, & H. Stattin (Eds.), *Friends, lovers and groups: Key relationships in adolescence* (pp. 61–80). New York: John Wiley & Sons.
- Gardner, S. P., Giese, K., & Parrott, S. M. (2004). Evaluation of the connections: Relationships and marriage curriculum. *Family Relations*, *53*, 521–527. doi: 10.1111/j.0197-6664.2004.00061.x
- Georgia, E. J., Cicila, L. N., & Doss, B. D. (2016). Use of web-based relationship and marriage education. In J. J. Ponzetti, Jr. (Ed.), *Evidence-based approaches to relationship and marriage education* (pp. 319–330). New York, NY: Routledge.
- Hawkins, A. J., Stanley, S. M., Blanchard, V. L., & Albright, M. (2012). Exploring programmatic moderators of the effectiveness of marriage and relationship education programs: A meta-analytic study. *Behavior Therapy*, *43*(1) 77–87. doi: 10.1016/j.beth.2010.12.006
- Henrich, J., Heine, S. J., & Norenzayan, A. (2010). Most people are not WEIRD. *Nature*, *466*(7302), 29. doi: 10.1038/466029a
- Holt, L. J., Mattanah, J. F., Schmidt, C. K., Darks, J. S., Brophy, E.N, Minnaar, P. Y, & Rorer, K. (2016). Effects of relationship education on emerging adults' relationship beliefs and behaviors. *Personal Relationships*, *23*(4), 723-741. doi: 10.1111/per.12147

- Markman, H.J., Floyd, F.J., Stanley, S.M. & Storaasli, R.D. (1988). The prevention of marital distress: A longitudinal investigation. *Journal of Consulting and Clinical Psychology*, 56(2), 210-217. doi: 10.1037//0022-006x.56.2.210
- Markman, H. J., & Rhoades, G. K. (2012). Relationship education research: Current status and future directions. *Journal of Marital and Family Therapy*, 38(1) 169–200.
doi: 10.1111/j.1752-0606.2011.00247.x
- Masten, A. S., Burt, K. B., Roisman, G. I., Obradovic, J., Long, J. D., & Tellegen, A. (2004). Resources and resilience in the transition to adulthood: Continuity and change. *Development and Psychopathology*, 16(4), 1071–1094.
doi: 10.1017/s0954579404040143
- Mellins, C. A., Walsh, K., Sarvet, A. L., Wall, M., Gilbert, L., Santelli, J. S., & Hirsch, J. S. (2017). Sexual assault incidents among college undergraduates: Prevalence and factors associated with risk. *Plos ONE*, 12(11), 1-23. doi: 10.1371/journal.pone.0186471
- Morrison, P., Noah, M., Parmelee, H., & Eldridge, K.A. (2014). Relationship IQ qualitative program evaluation: Examining the effects of a broadly defined relationship education program on young adults. Poster presented at the *Association for Behavioral and Cognitive Therapies (ABCT)* annual conference, Philadelphia, PA.
- McFarland, J., Hussar, B., de Brey, C., Snyder, T., Wang, X., Wilkinson-Flicker, S., ... Hinz, S. (2017). The condition of education 2017 (NCES 2017- 144). *U.S. Department of Education*. Washington, DC: National Center for Education Statistics. Retrieved from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017144>
- Olson-Sigg, A. & Olson, D. H. (2011). *PREPARE/ENRICH for premarital and married couples*. In D. K. Carson & M. Casado-Kehoe (Eds.), *Case studies in couples therapy: theory-*

- based approaches* (pp. 1-12). New York, NY: Routledge.
- Pearson, M., Stanley, S.M., & Rhoades, G.K. (2008). *Within My Reach instructor manual*. Denver, CO: PREP, Inc.
- Regnerus, M. & Uecker, J. (2011). *Premarital sex in America: How young Americans meet, mate, and think about marrying*. New York, NY: Oxford University Press, Inc.
- Rhoades, G. K. (2015). The effectiveness of the Within Our Reach relationship education program for couples: Findings from a federal randomized trial. *Family Process, 54*(4), 672-685. doi: 10.1111/famp.12148
- Rice, K. G., FitzGerald, D. P., Whaley, T. J. & Gibbs, C. L. (1995). Cross-sectional and longitudinal examination of attachment, separation-individuation, and college student adjustment. *Journal of Counseling and Development, 73*(4), 463–474.
doi: 10.1002/j.1556-6676.1995.tb01781.x
- Rogge, R. D., Cobb, R. M., Johnson, M., Lawrence, E., & Bradbury, T. N. (2002). The CARE program: A preventive approach to marital intervention. In A. S. Gurman & N. S. Jacobson (Eds.), *Clinical handbook of couple therapy* (pp. 420-435). New York, NY: Guilford Press.
- Sawhill, I. V. (2014). *Generation unbound: Drifting into sex and parenthood without marriage*. Washington, DC: Brookings Institution Press.
- Settersten, R. A., (2007). The new landscape of adult life: Road maps, signposts, and speed lines. *Research in Human Development, 4*(3-4), 239-252. doi: 10.1080/15427600701663098
- Simpson, D. M., Leonhardt, N. D., & Hawkins, A. J. (2017). Learning about love: A meta-analytic study of individually-oriented relationship education programs for adolescents and emerging adults. *Journal of Youth and Adolescence, 1-13*.

doi: 10.1007/s10964-017-0725-1

Southgate, D. & Brown, K. W. (2017). The emergence of Generation Z and its impact in advertising: Long-term implications for media planning and creative development. *Journal of Advertising Research*, 57(2), 227-235. doi: 10.2501/jar-2017-028

Szarzynski, A., Porter, R., Whiting, J. B., & Harris, S. M. (2012). Low-income mothers in marriage and relationship education: Program experiences and beliefs about marriage and relationships. *Journal of Couple & Relationship Therapy*, 11(4), 322-342.
doi: 10.1080/15332691.2012.718972

Tanner, J. L. (2006). Recentering during emerging adulthood: A critical turning point in lifespan human development. In J. J. Arnett & J. L. Tanner (Eds.), *Emerging adults in America: Coming of age in the 21st century* (pp. 21-55). Washington, DC: American Psychological Association.

Toews, M. L. & Yazedjian, A. (2010). "I learned the bad things I'm doing": Adolescent mothers' perceptions of a relationship education program. *Marriage & Family Review*, 46(3), 207-223. doi: 10.1080/01494929.2010.490197

Vanderberg, R. H., Farkas, A. H., Miller, E., Sucato, G. S., Akers, A. Y., & Borrero, S. B. (2016). Racial and/or ethnic differences in formal sex education and sex education by parents among young women in the United States. *Journal of Pediatric and Adolescent Gynecology*, 29(1), 69-73. doi: 10.1016/j.jpag.2015.06.011

Visvanathan, P. D., Richmond, M., Winder, C., & Hoskins-Koenck, C. (2015). Individual-oriented relationship education: An evaluation study in community-based settings. *Family Process*, 54(4), 686-702. doi: 10.1111/famp.12116

Wadsworth, M. E., & Markman, H. J. (2012). Where's the action? Understanding what works and why in relationship education. *Behavior Therapy, 43*(1) 99–112.

doi: 10.1016/j.beth.2011.01.006

Williamson, H. C., Rogge, R. D., Cobb, R. J., Johnson, M. D., Lawrence, E., & Bradbury, T. N. (2015). Risk moderates the outcome of relationship education: A randomized controlled trial. *Journal of Counseling and Clinical Psychology, 83*(3), 617-29.

doi: 10.1037/a0038621

Willoughby, B. J. & James, S. L. (2017). *The marriage paradox: Why emerging adults love marriage yet push it aside?*. New York, NY: Oxford University Press, Inc.

Wood, R. G., Avellar, S., & Goesling, B. (2008). *Pathways to adulthood and marriage: Teenagers' attitudes, expectations, and relationship patterns*. Princeton, NJ: Mathematica Policy Research.

APPENDIX B

IRB Approval Notice



Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263
TEL: 310-506-4000

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: March 19, 2018

Protocol Investigator Name: Diana Velez

Protocol #: 18-02-742

Project Title: Relationship Education with College Student: Patterns of Participation, Recruitment, and Benefits Gained

School: Graduate School of Education and Psychology

Dear Diana Velez:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chair

APPENDIX C

Script for Introducing and Collecting Club Convo Survey

Directions & Script for Introducing and Collecting Club Convo Surveys

Thank you very much for handing out these surveys!

If you have any questions about the purpose or procedure, please contact the researcher:
Diana Velez

Directions for rIQ leader:

The “**What About Sex?**” **Relationship IQ Club Convo Survey** is to be completed during the **last** Club Convo meeting. Please set aside 20-25 minutes to complete the task **at the end** of the last Club Convo meeting.

Please read the script (below) to introduce the purpose of the survey, and then allow 10-15 minutes for students to review the consent form and complete the survey. As students complete the survey, please have them place their surveys in the envelope. Please place the extra stack of consent forms in a convenient location for students to take one if they want. Once all surveys (completed and blank) are placed in the envelope, seal it and return the sealed envelope to the rIQ office of Dr. Kelly Haer, or to the workroom mailbox of Kathleen Eldridge in the GSEP building (Drescher campus). Please do not look at student responses to the surveys.

Pass out the survey packets (consent form on top and survey attached) and read this script:

"Thank you for taking this Relationship IQ Survey. This survey is designed to help researchers understand the students who participate in the program, in order to develop future recruitment strategies as well as tailor the program to fit the needs of students. Completion of this survey is voluntary. Please read the consent form on the top page, and if you choose to participate, sign the consent form and complete the attached survey. A copy of the consent form is available for you to take here *[indicate location of the stack - for example, near you, the envelope, or exit area]*. When you are finished with the survey, place it in the envelope. The envelope will be sealed and given to the researchers. Your responses will not be viewed by group leaders or participants."

[Wait for students to complete survey, and thank them as they turn it in. Please have the extra copies of the consent form available for them to take.]

Thank you again!

APPENDIX D

Informed Consent for Participation in Research Activities

PEPPERDINE UNIVERSITY**INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES****Relationship IQ with College Students**

You are invited to participate in a research study conducted by Diana Velez, M.A. and Kathleen Eldridge, Ph.D. at Pepperdine University, because you are a college student participating in the “What About Sex?” Relationship IQ Club Convo group. Your participation is voluntary. You should read the information below, and ask questions about anything that you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends. If you decide to participate, you will be asked to sign this form. You will also be given a copy of this form for your records.

PURPOSE OF THE STUDY

The purpose of the study is to assess the characteristics of students who participate in the Relationship IQ program, the recruitment strategies that work best, and the benefits gained. This information will help in developing recruitment strategies for future Relationship IQ projects and tailoring the program to fit the needs of university students.

STUDY PROCEDURES

If you volunteer to participate in this study, you will be asked to complete one survey that will take approximately 10-15 minutes. The questions in the survey will be about demographic characteristics, relationship status, and the benefits gained from participating in the program.

POTENTIAL RISKS AND DISCOMFORTS

The potential and foreseeable risks associated with participation in this study include discomfort about answering questions related to your personal life. There are no other anticipated risks.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

While there are no direct benefits to the study participants, there are several anticipated benefits to society which include: understanding the characteristics of the students who participate in the Relationship IQ program, developing and improving recruitment strategies for the Relationship

IQ program, and tailoring the Relationship IQ program to best fit the needs of students. Given that this is a research study, the anticipated benefits will be dependent upon the results of the study.

CONFIDENTIALITY

I will keep your records for this study confidential as far as permitted by law. However, Pepperdine's University's Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

The data will be stored on password-protected computers in the place of residence and office of the principal investigators (Diana Velez and Kathleen Eldridge). The data will be stored for a minimum of three years. There will be no identifiable information obtained in connection with this study. The consent form you fill out will not remain attached to the survey you complete. Your name, address or other identifying information will not be collected on the survey. The data that is collected will be coded and de-identified in order to protect your confidentiality.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

ALTERNATIVES TO FULL PARTICIPATION

The alternative to participation in the study is not participating or completing only the items that you feel comfortable completing. Your relationship with the Club Convocation leader will not be affected if you elect not to participate. Additionally, the Club Convocation leader will not be aware of your level of participation in the study or see your individual responses.

EMERGENCY CARE AND COMPENSATION FOR INJURY

If you are injured as a direct result of research procedures you will receive medical treatment; however, you or your insurance will be responsible for the cost. Pepperdine University does not provide any monetary compensation for injury.

INVESTIGATOR'S CONTACT INFORMATION

I understand that the investigators are willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Diana Velez (diana.velez@pepperdine.edu) or Dr. Kathleen Eldridge (310-506-8559 or kathleen.eldridge@pepperdine.edu) if I have any other questions or concerns about this research.

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

If you have questions, concerns or complaints about your rights as a research participant or research, in general, please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500 Los Angeles, CA 90045, 310-568-5753 or gpsirb@pepperdine.edu.

SIGNATURE OF RESEARCH PARTICIPANT

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form, made available to me by the group leader.

Name of Participant

Signature of Participant

Date

SIGNATURE OF INVESTIGATOR

I have explained the research to the participants and answered all of his/her questions. In my judgment, the participants are knowingly, willingly and intelligently agreeing to participate in this study. They have the legal capacity to give informed consent to participate in this research study and all of the various components. They also have been informed participation is voluntary and that they may discontinue their participation in the study at any time, for any reason.

Name of Person Obtaining Consent

Signature of Person Obtaining Consent

Date

APPENDIX E

“What About Sex?” Questionnaire

Name of Group Leader: _____

“What About Sex?” rIQ Club Convo Survey**Please answer the following questions.****Demographics**

1. What is your present age in years? _____
2. What is your gender?
 1. Female
 2. Male
 3. Non-binary
3. What is your classification?
 1. First Year
 2. Sophomore
 3. Junior
 4. Senior
 5. Graduate Student
4. What type of student are you?
 1. Domestic, U.S. Student
 2. International Student
 3. Domestic, U.S. Transfer Student
 4. International Transfer Student
5. In what country were you born? _____
6. What is your ethnic/cultural identity?

1. Caucasian/White	5. Native American or Alaskan Native
2. Latino/Hispanic	6. Other (Please specify) _____
3. Asian or Pacific Islander	7. Mixed (Please specify) _____
4. African American/Black	
7. What is your religious affiliation? (Select one that fits best)

1. Christian	6. Muslim	11. Baptist
2. Church of Christ	7. Methodist	12. Atheist
3. Catholic	8. Mormon	13. Other (Please specify)
4. Jewish	9. Hindu	_____
5. Orthodox	10. Buddhist	14. No religious affiliation
8. What is your sexual orientation?
 1. Heterosexual

- 2. Gay/Lesbian
- 3. Bisexual
- 4. Questioning
- 5. Intersex

9. What is your relationship status?
- 1. Single (not in a committed/exclusive relationship) and not dating
 - 2. Single (not in a committed/exclusive relationship) and some dating
 - 3. In a committed/exclusive relationship. How long? (Please specify in years/months) _____
 - 4. Engaged. How long have you been in a committed/exclusive relationship? (Please specify years/months) _____
 - 5. Married. Length of marriage (Please specify years/months) _____, length of dating relationship (Please specify years/months) _____
 - 6. Other (Please specify) _____

Recruitment

10. How did you find out about this rIQ Club Convo group?
- 1. rIQ Student Intern/Pepperdine Staff (Justin Lew, Maria Grazia, Elizabeth Hanley, Allie Bergeron)
 - 2. rIQ Director (Dr. Kelly Haer)
 - 3. Convocation website
 - 4. Friend(s)
 - 5. Other Peers
 - 6. Other (Please specify) _____
11. What influenced you to join the "What About Sex?" Club Convo group? (Select all that apply)
- 1. The group was led by someone I know.
 - 2. I knew/felt comfortable with the people in the group.
 - 3. The topic interested me.
 - 4. I needed convocation credits.
 - 5. Convenience – the time/location fit my schedule.
 - 6. Other (Please specify) _____

12. What are your thoughts or suggestions for recruiting students to this rIQ Club Convo group in the future?

13. I would recommend the "What About Sex?" Club Convo group and/or other rIQ programs to my peers/friends.
- | | | | | | |
|-------------------|---|---|---|---|----------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Strongly Disagree | | | | | Strongly Agree |

Group Characteristics

14. What was the gender makeup of the “What About Sex?” Club Convo group?

- 1. All female
- 2. All male
- 3. Mostly female
- 4. Mostly male
- 5. Equal number of males and females

15. How comfortable did you feel with the other members of the group?

1 2 3 4 5
 Very Uncomfortable Neutral Very Comfortable

16. How well did you know the other members of the group prior to your participation?

1 2 3 4 5
 Not At All Neutral Very Well

Benefits Gained

17. Participating in the "What About Sex?" Club Convo group increased my knowledge about healthy relationships.

1 2 3 4 5 6
 Strongly Disagree Strongly Agree

18. Participating in the "What About Sex?" Club Convo group increased my knowledge about cohabitation.

1 2 3 4 5 6
 Strongly Disagree Strongly Agree

19. Participating in the "What About Sex?" Club Convo group increased my knowledge about dealing with breakups.

1 2 3 4 5 6
 Strongly Disagree Strongly Agree

20. Participating in the "What About Sex?" Club Convo group increased my knowledge about sex.

1 2 3 4 5 6
 Strongly Disagree Strongly Agree

21. Participating in the "What About Sex?" Club Convo group increased my knowledge about the relationship between sex and the brain.

1 2 3 4 5 6

Strongly Disagree

Strongly Agree

22. Participating in the "What About Sex?" Club Convo group increased my knowledge about sexual satisfaction.

1 2 3 4 5 6

Strongly Disagree

Strongly Agree

23. Participating in the "What About Sex?" Club Convo group increased my knowledge about sex issues.

1 2 3 4 5 6

Strongly Disagree

Strongly Agree

24. After participating in the "What About Sex?" Club Convo group I feel more confident in my relationship skills and abilities.

1 2 3 4 5 6

Strongly Disagree

Strongly Agree

25. After participating in the "What About Sex?" Club Convo group I feel more confident in my ability to form healthy relationships.

1 2 3 4 5 6

Strongly Disagree

Strongly Agree

26. After participating in the "What About Sex?" Club Convo group I feel more confident in my ability to make educated relational decisions.

1 2 3 4 5 6

Strongly Disagree

Strongly Agree

27. After participating in the "What About Sex?" Club Convo group I feel more confident in my ability to make educated sexual decisions.

1 2 3 4 5 6

Strongly Disagree

Strongly Agree

28. After participating in the "What About Sex?" Club Convo group I feel more comfortable making decisions about cohabitation.

1 2 3 4 5 6

Strongly Disagree

Strongly Agree

29. After participating in the "What About Sex?" Club Convo group I feel more comfortable discussing cohabitation with my partner, currently or in the future.

1 2 3 4 5 6

Strongly Disagree

Strongly Agree

30. After participating in the "What About Sex?" Club Convo group I feel more comfortable discussing sex with my partner, currently or in the future.

1 2 3 4 5 6
Strongly Disagree Strongly Agree

31. After participating in the "What About Sex?" Club Convo group I feel more comfortable discussing cohabitation with my friends or others that I trust.

1 2 3 4 5 6
Strongly Disagree Strongly Agree

32. After participating in the "What About Sex?" Club Convo group I feel more comfortable discussing sex with my friends or others that I trust.

1 2 3 4 5 6
Strongly Disagree Strongly Agree

33. Participating in the "What About Sex?" Club Convo group has led to a positive change in my relationship. (If applicable)

1 2 3 4 5 6 N/A
Strongly Disagree Strongly Agree

34. Participating in the "What About Sex?" Club Convo group has improved the quality of my relationship. (If applicable)

1 2 3 4 5 6 N/A
Strongly Disagree Strongly Agree

35. What modality did you benefit the most from? (Select all that apply)

- 1. Lectures
- 2. Discussions
- 3. Activities

36. What modality did you benefit the least from? (Select all that apply)

- 1. Lectures
- 2. Discussions
- 3. Activities

37. Please describe any other benefits you have gained from the ‘What About Sex?’ Club Convo group:

38. Please provide suggestions for improvement of the “What About Sex?” Club Convo for future groups:

Thank you for taking the time to complete this survey. Please turn it in by placing it in the envelope. You may also pick up a copy of the consent form from the club convo leader.