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The Effects of a Communication Skills Training Program on Marital Satisfaction, Commitment, Social Desirability, and Spiritual Well-Being

Frank G. Upshaw

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THE EFFECTS OF A COMMUNICATION SKILLS TRAINING
PROGRAM ON MARITAL SATISFACTION, COMMITMENT, SOCIAL
DESIRABILITY, AND SPIRITUAL WELLBEING

by

FRANK G. UPSHAW

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in partial fulfillment
of the requirements for the degree of
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Dissertation Abstract

The issue of marital communication between newlywed couples was explored in an experimental design which was intended to teach communication skills to newlywed couples. The participants were all newlyweds who had been married less than one year. There was a total of 48 subjects involved in the study ($N=48$, $n=16$, $k=3$). All the participants were Christian and they represented five different denominations in the Portland area.

Each couple was randomly assigned to one of three groups: the Couples Communication Program (CCP) treatment group, a Filmstrip Series (FSS) treatment group, or a wait list Control group. Each person was tested before the treatment, after the treatment, and ten weeks after treatment. The measures used in the study were the Couples Pre-Counseling Inventory (CPI), the Marlowe-Crowne Social Desirability Scale (SD), the Spiritual Wellbeing Scale (SWB), and the Marital Satisfaction Inventory (MSI).

The data was analyzed in a sequential linear regression using pretest scores as a covariate. Significant F scores were obtained for four of the measures: Communication Assessment (CA), Problem Solving Communication (PSC), Conventionalization (CNV), and Existential Wellbeing (EWB). A post hoc Scheffe test on the adjusted posttest means revealed that the CCP method was superior to the FSS method and Control on CNV; Control was superior to

APPROVAL

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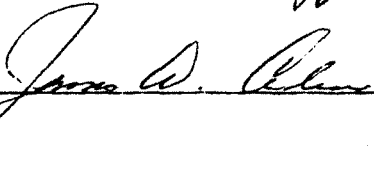
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Committee Chairman


Academic Dean


Members

Date: 6/3/85



Date: May 31, 1985

both FSS and CCP on PSC; FSS was superior to CCP on PSC and EWB; CCP was superior to FSS on CA.

It was concluded that the three hypotheses were partially confirmed. There were significant differences between the group means on four measures but not the other six measures. CCP was a partially effective program in teaching basic communication skills to newlywed couples. In addition, the effects of CCP appeared to be due to the treatment itself and not only to nonspecific factors such as attention to the couple's relationship or group interaction in general.

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CHAPTER ONE

Introduction

Statement of the Problem

Although most couples who marry plan to remain married to their spouse, statistics indicate that approximately one out of every two marriages will end in divorce. Divorce rates have grown consistently in recent decades, so that in the year ending 1980 in the United States alone an estimated 2.4 million adults and 1.2 million children were affected by divorce (Stuart, 1980).

It is common for a newlywed couple to experience high levels of satisfaction during the first months of marriage (Bentler & Newcomb, 1978). But the literature on marital satisfaction and number of years married is sobering (Luckey, 1966). For example, Luckey (1966) conducted an investigation with 80 married couples to evaluate whether a correlation existed between marital satisfaction and number of years married. The subjects had been married from two to twenty-one years. The marital satisfaction of the couples was measured by their responses on the Locke Marital Adjustment Scale and the Terman Self-rating Happiness in Marriage Scale. One of the significant conclusions of the study was that the longer the subjects were married the less they saw their spouses as adored, grateful, cooperative, friendly, affectionate,

considerate and helpful. Therefore, one of the major adjustments a married couple must make is to the change in their respective perceptions of marital satisfaction over time. How will they deal with these changes? When they discuss these differences what will be the outcome?

One of the most common complaints among distressed married couples is a lack of meaningful communication. In a review of the literature on communication articles published during the period from 1960 to 1970 Miller, Corallies and Wackman (1975) observed that "very few references to communication, its function and importance, can be found in marriage counseling or functional marriage texts before the mid 1960s." (p. 112) One of the first authors to draw attention to this deficit was Satir (1964) in Conjoint Family Therapy. By the late 1960s it could be asserted that increased recognition was being given to the belief that a positive relationship existed between marital adjustment and a couple's capacity to communicate. Communication, therefore, may be a crucial element in maintaining a marriage.

It has been suggested by Bach and Wyden (1969) that newlyweds usually blame themselves or their mate for communication failures. "They rarely realize that intimate communication is an art that requires considerable imagination and creativity." (p. 118) Indeed, the task is formidable because intimate communication involves a lot more than transmitting and receiving signals. Its purpose is to make explicit everything that partners expect of

each other. In effect, the goal is to create a union that achieves the "we" without sacrificing the "you" or the "me."

How much, and about what, do couples talk? Feldman (1965), in his study of 862 couples from all age groups, found that the average amount of time spent together in conversation was about one-and-a-half hours a day. Their most frequently discussed topics were their work and current events (about once a day) and children and friends (several times a week). Sports, religion, and sex were talked about several times a month. Curiously, most husbands claimed that these conversations were about topics such as homemaking and religion that were of more interest to their wives than to themselves, and most wives thought that more time was spent in talking about topics that interested the husband, such as news and sports.

The presenting problems of 641 marriages coming for marital counseling were factor-analyzed by Krupinski, Marshall, and Yule (1970) to produce 6 factors corroborated by a modified linkage analysis. The findings revealed that an average of 5.9 problems was presented for each marriage in the sample, the most common complaints being "lack of communication" (41 percent) and "quarreling" (33 percent). The use of communication skills training was examined in a longitudinal study conducted by Markman (1981). Twenty-six couples were given training in communication skills and then followed-up five years later. It was found that the more positively premarital couples had rated

their communication, the more satisfied they were five years later. This was consistent with the social learning model of marriage hypothesis that communication deficits precede the development of marital distress.

Goodrich and Ryder (1968) have observed that patterns or habits tend to become fixed early in a marriage. Newlywed couples who are attempting to adjust to their life together often find themselves exhibiting self-defeating behaviors. Unless there is intervention by a therapist or an educational format designed to enhance the couple's awareness of the problem, the pattern may become locked-in permanently.

Fifty couples participated in an experiment conducted by Raush, Goodrich, and Campbell (1963). The purpose of the study was to examine the way in which couples adapted to the first year of their married life together. The couples were categorized as exhibiting either an "open" or "closed" marital style. An "open" structure is one in which a great many of the solutions to problems in marriage are not predetermined by the society in which the couples lives, and are left open to the couple; examples include exactly where the sex role boundaries shall lie, and what their relationships with their own families shall be. The "closed" structure is more traditional and precedent-bound in nature, and coping involves an adaptation to what is and the primary conflicts and resolutions are intrapersonal. The central developmental issue to be worked out by the newlywed couple is

what Erik Erikson (1951) has labeled "intimacy." Raush et al. (1963) concluded that the open style was more successful in terms of helping the couples to adapt to the tasks of married life but that the open style also placed a heavier burden upon the effectiveness of interpersonal communication between the marital partners than was true in a closed style.

In another study by Sternberg and Beier (1977), it was discovered that patterns of conflict among newlywed couples change over time.

Initially, the husbands' three most significant topics of conflict were concerned with politics first, religion second and money third, while a year later these same men rated their most significant topics of conflict as money first, politics second, and sex third. With the wives the initial order was friends first, politics second, and money third. A year later, however, it had become money first, followed by friends second and sex third.

The need for effective communication has been noted by therapists and counselors. Larsen (1982), in reviewing articles listing problematic verbal communication patterns, referred to a range of negative communication styles that marriage therapists may encounter. The behaviors were: excessive questioning, interruption, topic content shifting, content avoidance, excessive agreeing, and poor referent specification. Conversely, Larsen has argued for therapist intervention which teaches couples to

Marital Commitment

This term refers to a marriage partner's willingness to remain in the relationship. It includes awareness of one's own commitment and may include the perception of the partner's willingness to remain in the relationship.

Communication

This term refers to the process by which information is exchanged between a husband and wife through a verbal system, in contrast to a nonverbal system. It is recognized that nonverbal modes of communication are important, but these will not be a focus of attention in this study.

Spiritual Wellbeing

The term spiritual wellbeing refers to both one's horizontal relationship with other persons and one's vertical relationship with God. It is the state of being happy, healthy, or prosperous, operationalized in terms of subjective appraisals by the individual.

Review of the Literature

Communication Theory and Research

Among the many current theories of interpersonal communication the one most germane to this study is that of McLeod

and Chaffee (1973). Their model is referred to as a coorientation approach to interpersonal communication. The key assumption underlying this approach is that a person's behavior is not based simply upon his private cognitive construction of the world; it is also a function of his perception of the orientations held by others around him and of his orientation to them. A further assumption is that, under certain conditions of interaction, the actual cognitions and perceptions of others will also affect his behavior. Finally it is possible to assume that the small social system (such as husband and wife) functions partly as a unit, on the basis of intercognitive relations within it, without the individual members necessarily being aware of these factors.

Coorientation theory can be summarized in four basic propositions:

(1) Since communication usually involves an exchange of information between persons, it is desirable to adopt an interpersonal unit of analysis and to reconceptualize variables into interpersonal constructs.

(2) The idea of exchange implies studying changes in the cognitive states of persons over time.

(3) The idea of communication as a process or exchange requires the conceptualization and measurement of sequences of messages and acts independent from the cognitions of the persons interacting.

(4) The exchange of information requires that the interacting

persons be capable of simultaneous orientation to an object or set of objects that serve as the focus of communication.

Communication conflict is a theoretical approach set forth by Harary and Batell (1981). Basic conflict is characterized in accordance with the ideas of opposition and incompatibility. Dysfunctional communication is explained in terms of directional conflict, content conflict, and mixed conflict. According to Harary and Batell couples who have trouble communicating with one another are seen to be exhibiting mixed conflict in most cases.

In a study conducted by Bienvenu (1970) 172 married couples were administered the Marital Communication Inventory (MCI). To determine the nature of the communication differences between couples with good communication and those with poor communication, a quartile comparison was made. The chi-square test was used in an item analysis to determine those items showing a significant difference (.001) between the upper and lower quartiles of the inventory. It was found that 40 out of the 48 items in the inventory were found to be significant by discriminating between the upper and lower quartiles. Elements differentiating between good and poor communication in couples were: 1) the handling of anger and of differences, 2) tone of voice, 3) understanding, 4) good listening habits, and 5) self-disclosure. Factors contributing to poor communication were: 1) nagging, 2) conversational discourtesies, and 3) uncommunicativeness.

In a similar study conducted by Montgomery (1981) it was

The issue of husband-wife communication was explored in an investigation conducted by Petersen (1969). The sample was comprised of 116 married university students. The instrument used to measure marital communication was the Hobart-Klausner Scale, a Likert scale based upon two aspects of communication: empathetic communication and barriers to communication. The results showed that the kinds of problems most significantly related to communication were those problems concerning interpersonal relations between family members, husband-wife relations and child-rearing. Moreover, those families with high communication scores were less likely to have problems than low communication families.

Bolte (1970) has addressed himself to the issue of communication training for couples in therapy. He illustrated Gottman's (1982) theory of communication by referring to a common exchange between a husband and wife. The wife who asks her husband, "Would you like to take me to dinner?" is probably inquiring into the nature of her relationship with her husband. The husband involved in this exchange has three possible responses he can make to his wife's relationship question: confirmation, rejection, or disconfirmation. Confirmation: the husband can accept (confirm) his wife's definition of self by making some response that will validate her feelings. Rejection: his rejection presupposes at least limited recognition of what is

being rejected and, therefore, does not necessarily negate the wife's view of herself. Disconfirmation: he may fail to recognize his wife's question. In effect, he says, "You do not exist."

Hinkle and Moore (1971) conducted an experiment which reflected their preventive approach to marital communication dysfunction. According to Hinkle and Moore, if couples can develop skills in communication, both through words and behavior in their relationship with one another, "many problems would not develop and a more satisfying love relationship would exist." (p. 153) The workshop they designed consists of six, two-hour sessions and one, two and one-half hour session. The structured learning experience includes instruction on a communication model, the need for intimacy and individuality, and constructive fighting.

In a study designed to examine the language patterns of trainees in a communication skills program, Crowley and Ivey (1976) attempted to specify, through factor analysis, the dimensions of effective communication and to confirm the credibility of the identified behavioral components through analysis of variance. The key finding was that direct, mutual communication was most easily identified in trainees who employed self and/or partner references in the context of words connoting emotional affect. More facilitative communication could be distinguished from less effective communication by the presence of appropriately referred emotional expressiveness.

In an investigation into the relationship between social class and style of marital communication, Hawkins and Weisberg, (1977) focused on four interactional styles: conventional, controlling, speculative, and contractful. Conventional and control styles are closed in that they minimize the importance of others' experience. Speculative and contractful speeches are open in that they convey interest in, respect for, and validation of the experiences of the other person. Hawkins and Weisberg hypothesized that higher social classes would be expected to demonstrate more contractful and speculative style, while displaying less conventional and controlling style. It was concluded that couples of higher social class imputed more contractful style into both the husband's and the wife's communication behavior; likewise higher status couples saw both spouses as less controlling and the wives as less conventional.

Another study by Kahn (1970) concluded that positive communication patterns are seen to be major resources in marriages across generations. The significance of the effect of passing years in a marriage has been addressed by Rollins and Feldman (1970). In their study of marital satisfaction over the family life cycle they reviewed twelve articles dealing with the subject. The studies were consistent in showing a decline in marital satisfaction over the first ten years of marriage. In this situation, any study conducted with married subjects in the first year of their married life would reveal higher levels of marital

the experimental couples reported a significant increase in marital adjustment. The experimental couples were also rated as exhibiting significantly more positive communication patterns than the control couples.

Communication training, interaction insight training, and no treatment were compared for changes in marital verbal interaction and spouses' ratings of each other on the Barrett-Lennard Relationship Inventory (Epstein & Jackson, 1978). Fifteen couples were randomly assigned to the three groups. The pretest-posttest interval for waiting list controls was equal to that for the treatment groups. Communication training produced a significant increase in assertive requests, compared to insight treatment and no treatment. Communication training produced a greater decrease in attacks and a greater increase in spouse-rated empathy than the control condition, but these factors did not differ significantly when compared between the groups. Generally, communication training led to more extensive changes in spouses' verbal behavior and perceptions of marital communication than insight training.

Farris and Avery (1980) set out to assess the effectiveness of a weekend problem-solving skills training program for marital couples. Couples were assigned to an experimental group and a control group. The experimental group couples received twelve hours of problem-solving skills training during one weekend while the control group received no training. Results indicated that the experimental group, as compared to the control group,

significantly increased in problem-solving ability and in general communication skill.

Lester and Beckham (1980) have noted that distressed couples coming for therapy often are exhibiting dysfunctional communication behaviors. Among the most common counterproductive actions observed in therapy were : 1) interrupting, 2) deciding who is at fault, 3) getting sidetracked, and 4) making power moves and 5) making ultimatums. Conversely, behaviors which facilitate effective communication in marriage were: 1) making eye contact with your spouse, 2) making "I" statements, 3) reflective listening, and 4) giving praise.

Another study by Gilford and Bengston (1979) concluded that positive communication patterns are seen to be major resources in marriages across generations. Therefore it is not surprising that communication changes were the content of 7 of the 11 therapeutic goals most commonly sought by marriage and family therapists (Sprenkle & Fisher, 1980).

In summary the research on communication theory has revealed that effective interpersonal communication includes: 1) appropriate handling of anger, 2) self-disclosure, 3) openness, and 4) transmission of clear and direct messages (Montgomery, 1981; Biervenu, 1970). The efforts of researchers to teach specific communication skills to couples has generally been successful (Hinkle & Moore, 1971; Kilmann & Julian, 1978).

Research on Communication and Marital Satisfaction

Research with couples communication processes has related increased communication skill with positive therapeutic outcome (Gurman, 1975). High quality marital relationships have been identified in surveys of contemporary literature as associated with good adjustment, adequate communication, a high level of marital happiness, integration, and a high degree of satisfaction with the relationship (Lewis & Spanier, 1979).

In order to study the relationship between communication and marital adjustment, Navran (1967) selected twenty-four couples whose marriages were rated either "happy" or "unhappy" according to the Marital Relationship Inventory and the Primary Communication Inventory. Their first hypothesis was that couples who make a good marital adjustment are those whose communication skills have been expanded to deal effectively with the problems inherent in marriage. Their second hypothesis was that those couples who make a poor marital adjustment are those who have developed significantly different communication styles and techniques which make for poor problem solving, need frustration, and marital friction. The results showed marital adjustment to be positively correlated with the capacity to communicate. In fact, happily married couples differed from unhappily married couples in that they:

- 1) talked more openly to each other,
- 2) conveyed the feeling that they understood what was being

said to them,

- 3) had a wider range of subjects available to them,
- 4) preserved communication channels and kept them open,
- 5) showed more sensitivity to each other's feelings.

An index of communication was constructed by Karlsson (1951) for the purpose of finding out how much the spouses knew about each other's wishes. The items making up the index included finances, work, playing with children, talking about children, etc. The respondent was asked to indicate his satisfaction with the knowledge of his wishes possessed by his mate. He was also asked to indicate his spouses wishes on each item. The communication index was based on the degree spouses were correct in predicting the wishes of their mates. The three hypotheses which were borne out by the study were: 1) communication of role expectations is associated with marital satisfaction, 2) communication of intentions is associated with marital satisfaction, and 3) communication of love and respect is associated with marital satisfaction.

Locke (1951) also made use of the communication factor in his study in prediction of marital success. He used a broad concept of communication, including face-to-face association, reduction of intimate communication, sympathetic understanding, frequency of kissing, engaging in outside interests together, and talking things over together. Basing his analysis on both statistical associations and case study Locke was led to conclude that there

was a strong positive correlation between effective communication and marital satisfaction.

A study by Beier and Sternberg (1977) was designed to investigate certain subtle extraverbal cues and whether these related to accord or discord between newlywed couples. Fifty-one couples married from three to six months participated in the project. First each husband and wife independently completed the Beier-Sternberg Discord Questionnaire, which is based on topics which have been identified as major sources of marital discord. Each couple was asked next, "What does it mean to be, or feel needed?" This provided an opportunity to observe the couple's extraverbal cues. In the final task the couple was asked to make up a story which would link together three Thematic Apperception Test cards. The results supported the hypothesis that ratings of marital discord are related to subtle interactive cues assumed to be observational measures of personal closeness. Couples who reported the least disagreement sat closer together, looked at each other more frequently, and touched each other more often.

The Communication Skills Workshop (CSW) has been devised by Witkin and Rose (1978) to focus on the learning of general communication skills and problem solving strategies. The effectiveness of this approach was tested with 28 married couples who were given the Marital Adjustment Questionnaire and the Marital Communication Inventory. Each couple participated in

three evaluations: a pretest, a posttest, and a six-week follow-up after the treatment. Among the behavioral components linked to effective communication were positive messages ("deposits") and negative messages ("withdrawals"). Couples in the treatment group showed a significant increase in the number of positive messages and a marked decrease in the number of negative messages.

In a recent correlational design Margolin (1978a) examined the relationships among three methods for assessing marital adjustment: self-reports of marital satisfaction, spouse reports of pleasing and displeasing behaviors, and trained observers' coding of positive and negative communication behaviors. The study employed assessment methodologies that measured couples' : 1) daily exchanges of pleasing and displeasing behaviors, 2) positive and negative communication patterns, and 3) global impressions of marital adjustment. Margolin found that global marital satisfaction was positively correlated (+.70 at $p < .05$) with frequency of pleasing behaviors.

Margolin (1978b), in a subsequent study on communication, examined the extent to which spouses were consistent with one another and with an outside observer in their discriminations of positive communication responses. The study also explored the relationship between communication positiveness and global perceptions of marital happiness. It was predicted that the data for the 27 couples in the study would show: 1) correlations among observers on overall level of positiveness exhibited by each

conversational participant, 2) correlations among different observational targets for each observer, and 3) correlations between communication positiveness and overall marital satisfaction. The study revealed three major findings. First, separate observers demonstrated significant congruence in their global ratings of marital adjustment, but not in their coding of discrete examples of helpful communication behaviors. Second, all observers perceived a high degree of reciprocity in the husband/wife exchange of positive communication behaviors. Finally, there was minimal association between communication behaviors and marital satisfaction.

An outcome study of behavioral marital therapy in comparison to communication therapy was conducted by O'Leary (1981). Thirty couples who were judged to be distressed according to the Locke-Wallace Marital Adjustment Test were selected for the study. Couples were then randomly assigned to one of the three groups: behavioral marital therapy, communication therapy, or a wait-list control group. Therapists in the behavioral marital therapy group helped spouses construct written behavior change agreements as a means of prompting more satisfying interchanges. Techniques used in the communication therapy groups were modeling, feedback, role playing, and structured exercises. Results indicated that the treated couples demonstrated more change than control couples in marital problems and general communication patterns, but not in feelings toward their spouse or communication during conflict

resolution discussions.

The communication theory known as channel consistency was tested with 48 married couples by Noler (1982). Channel inconsistency is the discrepancy between the verbal and nonverbal components of a message. Subjects were divided into three groups on the basis of their scores on the Marital Adjustment Test: high, moderate, or low marital adjustment. Three types of messages (positive, neutral, negative) were analyzed in a 3-way analysis of variance. It was found that positive messages were used more by high and moderate marital adjustment subjects and negative messages were used more by low marital adjustment subjects. This was consistent with other studies relating marital satisfaction to effective communication (Navran, 1967; Kahn, 1970; Carter & Thomas, 1973; Gurman & Kniskern, 1981).

Gottman (1982) reviewed a series of studies assessing the types of conversational patterns that characterized satisfied couples. It was found that satisfied couples displayed three phases in discussion of a marital issue. First was the agenda building phase, the objective of which is to get the issues out as they are viewed by each partner. Second is the arguing phase, the goal of which is for partners to argue energetically for their points of view and for each partner to understand the areas of disagreement between them. The final phase is the negotiation stage, the goal of which is compromise. Gottman concluded that the literature revealed three major points. First, satisfied

couples are more positive and less negative to one another than are dissatisfied couples. Second, the reciprocation of negative behavior discriminates dissatisfied from satisfied couples, with more reciprocity of negative behavior in distressed than in non-distressed couples. Third, the interaction of dissatisfied couples will show less predictability than will the behavior of satisfied couples.

Honeycutt and Wilson (1982) conducted an experiment on communication and marital satisfaction with 40 married couples. The subjects were administered the Norton Communicator-Style Inventory. The data was analyzed in four steps. First, stepwise regressions were used to predict a good communicator for the various subcategories, which were determined by sex and degree of marital happiness. Second, multiple t tests, with a preset alpha of .05, were used in order to control for whether some styles differed in reported usage between general and marital communication. Third, Pearson correlations were used for determining intracorrelations within each style category. Fourth, elementary linkage analysis was done for the entire sample, as well as controlling for sex. Among others, a relevant conclusion was happily married spouses displayed a communication style characterized as friendly, precise, impression leaving, and expressive. In addition, a spouse who expressed a great deal of happiness compared to others was inclined to indicate a more relaxed, friendly, open, dramatic, and attentive style with his or

baseline and at termination describing the rates of reinforcing and punishing behaviors received by each spouse. The authors reported that there was a significant increase in rated marital satisfaction for both the husbands and wives as a result of participating in the study.

Among the factors which have been linked to effective communication in marriage is self disclosure. A questionnaire measuring self-disclosure in marriage was administered to 32 couples in a study by Levinger and Senn (1967). The questionnaire consisted of three parts. Part I requested each respondent to indicate how favorable he feels about each of nine objects of communication. Part II asked each respondent to indicate the proportion of his feelings that he discloses to his spouse. Part III requested each respondent to rate "how important you think it is for husbands and wives to talk with each other about each of the nine communication topics." Among other findings, there was a consistent tendency for mean favorability to be positively correlated with disclosure of one's feelings to his spouse. In addition, satisfaction was more highly correlated with proportion of pleasant than of unpleasant disclosure. Gilbert (1976) has advanced the thesis that the relationship between self disclosure and satisfaction with regard to marital relationships may be curvilinear. That is, a curvilinear relationship between disclosure and satisfaction would suggest that there exists a point at which increased disclosure actually reduces satisfaction

with the relationship.

One of the major communication variables which distinguishes "healthy" and "disturbed" families is the establishment of communication patterns which families adopt as a means of dealing with conflict. Satir (1972) has characterized troubled families as those who engage in double-level messages, and attributes this kind of disclosure to low self-esteem issues. Her contention is that every interaction between two people has a powerful impact on the respective worth of each and on what happens between them. Thus, the parent's ability and emotional equipment to deal with conflict openly, directly, without loss of esteem to one's partner directly influences communication patterns adopted by children which will eventually transfer to their own marital efforts of resolving conflicts.

In summary, the preponderance of the literature on communication and marital satisfaction has shown marital satisfaction to be positively correlated with effective marital communication (Locke, 1951; Navran, 1967; O'Leary, 1981). Couples with effective and clear communication characterize their marriages as: 1) friendly, 2) open, 3) relaxed, and 4) attentive (Honeycutt, Wilson & Parker, 1982).

Film and Video on Communication

With the development in recent years of sophisticated videotape machines and recorders it has become possible for

counselors and therapists to use these instruments to teach effective communication skills. One example is the study conducted by Van Zoost (1973). This experiment involved a five session communication skills group program which made extensive use of videotape equipment for providing both feedback and role models to participants. The purposes of the program were: 1) to acquaint participants with basic principles of communication and have them observe these in themselves and in others, and 2) to inform subjects of ways of handling communication difficulties and to have them practice them both in the group and in their everyday relationship. Van Zoost concluded that participants increased their knowledge about communication significantly, and also increased the amount of self-disclosure to their partners. The subjects' evaluations indicated that the program, especially the use of videotapes and behavioral rehearsal, improved communication behaviors. This is consistent with other studies employing film or videotape as a teaching medium for instruction on communication in marriage (Alger & Hogan, 1967).

Higgins, Ivey and Uhlemann (1970) used media therapy to teach communication skills to a group of 30 married couples. The subjects were randomly divided into three treatment groups: Experimental Group 1, Experimental Group 2, or a Control Group. Experimental Group 1 received the full training procedure in direct, mutual communication. A five-minute diagnostic interview was video-taped in which the couple was told to talk with one

another about their relationship. The subjects next completed a programmed text in direct, mutual communication. Integrated with the programmed text were video models of effective communication between two individuals illustrating the specific dimensions emphasized in textual material. Following the presentation of programmed material, two supervisors discussed and demonstrated via "live modeling" the communication skills being taught. The couples then engaged in another five-minute interaction in which they attempted to demonstrate the skills they had learned.

Experimental Group 2 went through a similar procedure to Group 1 with the exceptions that no supervisor was present during the presentation of the programmed text and accompanying video materials and no video feedback was given from their earlier sessions. The results indicated that the full treatment group showed the most improvement in amount of direct, mutual communication followed by the programmed group.

In summary, the literature on the use of film and/or video as a communication skill teaching medium has revealed two significant studies. Van Zoost (1973) reported that subjects who participated in a communication study increased their knowledge about communication significantly. Higgins, Ivey, and Uhlemann (1970) have reported similar levels of success with their video program.

interaction. The latter referred to accuracy in predicting the response of one's partner. The results showed that the experimental subjects increased in recall accuracy; control subjects showed no change. Also there was no change in empathic accuracy for subjects in either group.

Campbell (1974) conducted an experimental design with 60 married couples exploring the dependent measures of self-disclosure and communication. The Biervenu Communication Inventory was used to assess the couples' communication abilities and the Miller, Nunnally, Wackman (1983) Self-Disclosure Form was employed to measure self-disclosure. Operating with a posttest design only, Campbell reported that the experimental subjects were more improved in self-disclosure than the control group. Also the experimental couples were more improved in terms of their systemic work than the control group. But there were no differences between the experimental and control groups in their responses on the marital communication inventory.

Fleming (1976) used a design in which there was a pretest three weeks prior to the program, an immediate pretest, a posttest and a three weeks after posttest. The trained communication raters categorized dialogues in terms of overall self-disclosure, feeling statements, work styles, and work pattern communication. It was concluded that the Couples Communication Program did effectively teach both self-disclosure skills and the ability to accurately monitor the characteristics of dyadic communication.

The investigation by Larsen (1974) found similar results.

Dillon (1975) explored the relationship of communication and self-esteem and marital satisfaction in a study with 36 married couples. The instruments used in the design included the Primary Communication Inventory (PCI), the Tennessee Self-Concept Scale and the Locke Marital Relationship Inventory. The design included a pretest immediately before the treatment, a posttest after the study and a 10 week follow-up after the treatment. Dillon reported that the results showed the experimental subjects increased in self-esteem and that the change persisted. In addition there was a positive correlation between the experimental subject's change in PCI and change in marital satisfaction (.58).

Brown (1976) used three conditions to study the effects of communication training on traditional sex stereotypes of husbands and wives: the Couples Communication Program, a marriage enrichment growth group, and a control group. The 60 couples in the study were administered a sex stereotyping measure of self and spouse based on the Gough Adjective Checklist. As a result of the experiment the CCP subjects changed toward less stereotyping of self and spouse; there was no change for subjects in the other conditions. In regard to sex differences female subjects in the CCP group changed in sex stereotype of both self and spouse. However, male subjects in the CCP group changed only in sex stereotype of self but not of their spouse.

A pretest/posttest design utilizing three experimental

conditions was conducted by Glisson (1976). The three experimental conditions were: 1) communication training followed by behavioral training, 2) behavioral training followed by communication training, and 3) behavioral training only. The results, although positive for the first two treatment groups, were limited in terms of generalization to other settings because of a small sample size.

An experiment similar to that of Glisson (1976) was done by Witkin (1976). In another pretest/posttest design with 54 married couples the subjects were administered three self-report measures: Locke's Marital Adjustment Questionnaire, Biervenu's Marital Communication Inventory, and the Areas of Change Questionnaire. There was also a behavioral measure of verbal and nonverbal expressions of positiveness and negativeness. Results indicated that there was essentially no change on the self-report measures except for immediate posttest change for both experimental groups on the MCI.

Beaver (1978) studied conjoint and disjunctive treatment in communication skills with 32 married couples. The pre/posttest design included three experimental conditions: 1) participation as a couple, 2) each spouse alone, and 3) control. In addition to the Marital Communication Inventory the couples were also given the Barrett-Lennard Relationship Inventory. Among the results was the finding that husbands changed substantially only in the conjoint participation conditions on both communication and

relationship measures. But, the wives did not change substantially in any condition on either measure.

Twenty-one distressed married couples participated in a study carried out by Coleman (1978). Subjects were randomly assigned to one of three experimental treatment conditions: 1) CCP training followed by sex therapy, 2) Sex therapy alone, or 3) Sex therapy and alternate methods of communication training. Instruments included the Sex and Interaction Inventory, the Locke-Wallace Marital Adjustment Inventory, the Tennessee Self-Concept Scale, and the Primary Communication Inventory. Coleman found that CCP plus sex therapy (Group #1) treatment couples' self-esteem and marital satisfaction improved significantly.

The experimental design chosen by Davis (1979) was a pretest/posttest with a six week follow-up. The subjects were 36 married couples who were randomly assigned to one of three conditions: 1) conjoint with spouse present, 2) concurrent with spouse not present, and 3) wait list control. The self-report measures included the Accuracy Recall Questionnaire and Positive Mate Perception Scores on the Leary Interpersonal Checklist (ICL). Behavioral measures included the Interaction Perception Agreement scores and Work Communication scores. Davis concluded that the CCP experience was highly effective in increasing non-problematic married couples' communication skills. This was consistent with other studies similar in design and results (Stafford, 1978; Thompson, 1978; Dode, 1979) to that of Davis.

Joanning (1979) also chose a pretest/posttest format with a four-month follow-up in a study with 33 married couples. The instruments included the Marital Communication Inventory self-report measure, and the Koval and Joanning Communication Rapid Assessment Scale (CRAS) as a behavioral measure. Joanning concluded that the CCP couples improved significantly in communication quality as measured by CRAS. In addition, couples scoring +1 or +2 at pretest (good or excellent communication) showed little change while couples scoring 0 or -1 (neutral or poor communication) improved dramatically. Improvement decreased somewhat at follow-up but was still significantly better than pretest.

Steller's (1979) design was also a pretest/posttest with a one month follow-up with 14 married couples. Self-report and behavioral measures were included in the study. The Locke-Wallace Marital Adjustment Scale and the Bodin Revision of the Jourard Self-Disclosure Scale were used to assess self-report variables. Behavioral measures were Goal Attaining Scaling and the Index of Communication Skill Usage in six constructed dilemma discussions. Results were that the CCP couples reported improved personal and relationship goals and CCP participants reported greater achievement of goals at follow-up than at post-treatment.

Wampler (1979) conducted a design using three treatment conditions and a pretest/posttest format with a four month follow-up. Forty-one well educated middle class couples served as

subjects. The three conditions were: 1) standard CCP condition, 2) marriage enrichment and lecture, and 3) no treatment control group. Instruments included the Barrett-Lennard Relationship Inventory and a behavioral measure of open style communication from a five-minute audiotape of each couple discussing a current issue coded by the Hill Interaction Matrix. Findings revealed that the two treatment groups became more positive in their attitudes toward their partners than the control subjects. The CCP training also had an immediate effect on increasing open style communication which was superior to the marriage enrichment group and the control group. However, the increased use of open style communication by the CCP group did not persist at follow-up.

One of the most recent studies (Wilson, 1982) compared the standard CCP format with a revised religiously mediated version of the CCP. The Dyadic Adjustment Scale was administered to the subjects to measure marital satisfaction and cohesiveness. Results indicated no significant difference between the two treatment groups at posttest.

To summarize the literature on the Minnesota Couples Communication Program it may be said that of the nine studies including a self report measure of communication quality, only two reported positive effects (Dode, 1979; Joanning, 1982). In both of these studies the positive effects of CCP on perceived communication quality were maintained at follow-up. Seven studies found that CCP had an immediate positive effect on relationship

satisfaction, while six found no positive effects.

Major problems, even in some of the best studies, included:

1) relatively small sample size, 2) lack of complete random assignment of groups, 3) failure to follow-up both experimental and control groups, 4) lack of evidence that the standard CCP format was actually carried out, and 5) failure to control for any lack of equivalence of CCP and control groups at pretest.

Previous research with the CCP has evaluated marital satisfaction as a dependent measure using, among others, Locke's Marital Relationship Inventory, the Locke-Wallace Marital Adjustment Inventory, and the Dyadic Adjustment Scale. Communication as a dependent measure also has been measured in the past with the CCP using the Primary Communication Inventory and the Biervenu Marital Communication Inventory. The four instruments used in this study had not been utilized in studies with the CCP. Likewise, no studies have used a film or video method of teaching communication skills, in comparison to the CCP.

Summary

One of the most common complaints among distressed married couples is a lack of meaningful communication (Miller, Coralles & Wackman, 1975; Krupinski, Marshall & Yule, 1970). Furthermore, poor communication has been related to marital dissatisfaction and effective marital communication has been related to high marital

satisfaction (Navran, 1967; Murphy & Mendelson, 1973). It is desirable for newlywed couples experiencing dysfunctional marital communication to receive therapy or instruction early because habits and patterns tend to become set early in marriage (Raush, Goodrich & Campbell, 1963). Therefore, a structured learning experience designed to teach effective communication skills to married couples is warranted.

Purpose of the Study

The Couples Communication Program (Nunnally, Miller, and Wackman, 1975) has been designed to teach communication skills to married couples. This method will be compared to another communication skills training format: a three-part filmstrip series on Listening Skills (Human Realties Media, 1983). The effects of these two programs on marital satisfaction, commitment, social desirability, and spiritual wellbeing will be examined.

Hypotheses

Hypothesis One

There will be a statistically significant difference ($p < .05$) between the CCP experimental group and the FSS experimental group on all the dependent measures at posttest. The CCP experimental group will score higher than the FSS experimental group on the

following dependent measures: Spiritual Wellbeing, Religious Wellbeing, Existential Wellbeing, General Commitment to the Relationship, and Communication Assessment. The CCP will score lower than the FSS on the following dependent measures: Social Desirability, Global Dissatisfaction, Affective Communication, Problem Solving Communication, & Conventionalization.

Hypothesis Two

There will be a statistically significant difference ($p < .05$) between the CCP experimental group and the control group on all the dependent measures at posttest. The CCP experimental group will score higher than the Control group on the following dependent measures: Spiritual Wellbeing, Religious Wellbeing, Existential Wellbeing, General Commitment to the Relationship, and Communication Assessment. The CCP will score lower than the Control group on the following dependent measures: Social Desirability, Global Dissatisfaction, Affective Communication, Problem Solving Communication, and Conventionalization.

Hypothesis Three

There will be a statistically significant difference ($p < .05$) between the FSS experimental group and the control group on all dependent measures at posttest. The FSS experimental group will score higher than the Control group on the following dependent measures: Spiritual Wellbeing, Religious Wellbeing, Existential

Wellbeing, General Commitment to the Relationship, and Communication Assessment. The FSS will score lower than the Control group on the following dependent measures: Social Desirability, Global Dissatisfaction, Affective Communication, Problem Solving Communication, and Conventionalization.

CHAPTER TWO

Methodology

Subjects

Subjects selected for this study were volunteers chosen from five Portland, Oregon area churches: Hinson Baptist Church, The Neighborhood Church, First Assembly of God, Tigard Christian Church, and Central Church of Christ. The main criterion for inclusion in the study was that the couples had been married less than one year. A list of couples meeting this criterion was provided by each church, and these were contacted by phone and given a general description of the purpose of the study. A total of 24 couples indicated interest in the experiment and participated in all the sessions. The subjects had been married from 3-11 months, reported a courtship period of 3-34 months and ranged in age from 21-42 years.

Measuring Instruments

Four instruments were utilized in the study (see Appendices I-IV). Relationship factors were assessed by the Marital Satisfaction Inventory by Snyder (1983), the Couple's

Pre-Counseling Inventory by Stuart (1983), the Marlowe-Crowne Social Desirability Scale (1964), and the Spiritual Wellbeing Scale by Ellison (1982).

According to Anastasi (1976), in order for a test to be considered strong enough to be included in basic research, it must meet the basic requirements of any test, namely reliability and validity. Test/retest and Kuder-Richardson reliability were used in support of the four instruments.

The Marital Satisfaction Inventory (MSI) is a multidimensional self-report measure that identifies separately for each spouse the nature and extent of marital distress along several key dimensions of their relationship. The husband and wife report their subjective experience and appraisal of their marriage by answering true or false to each of the items. Low scores indicate high marital satisfaction and high scores indicate low marital satisfaction. Since the purpose of the study was to examine the effectiveness of the two communication training methods, only four of the subscales were used. For the sake of validity and reliability, however, the entire test was administered. Using Cronbach's (1951) alpha on a test/retest of the three subscales of the MSI, the following was revealed in the MSI Manual (Snyder, 1983):

<u>Scale</u>	<u>Test/Retest</u>	<u>Alpha</u>
Global Dissatisfaction	.92	.97
Affective Communication	.84	.88

Problem Solving Communication	.91	.93
Conventionalization	.89	.91

To evaluate for possible social desirability response sets in the subjects, the Marlowe-Crowne Social Desirability Scale (SD) was administered. Research has shown that newlywed couples tend to view their relationship in the first year of marriage in an unrealistically favorable manner (Rhyne 1981; Klemmer 1970). On this test, persons who endorse socially desirable items and reject socially undesirable ones are said to be demonstrating a social desirability response set. The test is composed of 33 true/false questions with 18 keyed in the true direction and 15 keyed in the false direction. Reliability was ascertained by Marlowe and Crowne for the SD scale by use of the Kuder-Richardson formula which yielded a test/retest score of .88 (Marlowe & Crowne, 1964).

The area of marital commitment was also evaluated with the Couple's Pre-Counseling Inventory (CPI). Since there are currently no tests designed to specifically measure commitment by itself, the subscale entitled "General Commitment to the Relationship" was used in addition to the "Communication Assessment" subscale. This test is intended for use in collecting data for the planning and evaluation of relationship-enhancement therapy based upon principles of social learning theory. A reliability test with 60 subjects, as described in the CPI manual (Stuart, 1983), revealed the following:

<u>Scale</u>	<u>Test/Retest</u>	<u>Alpha</u>
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Communication Assessment	.69	.83
General Commitment to the relationship	.30	.81

Since all of the subjects in the study professed to be Christians, it was considered appropriate to address the issue of religious variables. To measure the possible effects of religious variables upon communication skills and marital satisfaction the Spiritual Wellbeing Scale (SWB) by Ellison (1982) was included. The SWB is a 20 item Likert-type scale which is designed to measure a person's vertical relationship with God and horizontal relationship with other persons (Paloutzian & Ellison, 1979). The total score, or SWB score, consists of the combined scores on the Religious Wellbeing Scale and the Existential Wellbeing Scale.

Test-retest reliabilities and coefficient alphas for the SWB (Ellisen, 1982) are as follows:

<u>Scale</u>	<u>Test/Retest</u>	<u>Alpha</u>
Spiritual Wellbeing	.93	.89
Religious Wellbeing	.96	.87
Existential Wellbeing	.86	.78

Anastasti (1976) also addresses the issue of validity of tests. Essentially, there are three methods of determining validity: content validity, criterion-related validity, and construct validity. The validity of the four instruments will now be reviewed.

Snyder and Wills (1981) conducted an empirical validation of

the MSI. Convergent and discriminant validity were established for each of these scales. A factor analysis of the MSI revealed the existence of four primary factors which encompass the eleven subscales of the MSI.

Robinson and Shaver (1973) have referred to the validity of the Marlowe-Crowne Social Desirability Scale. The items in the scale were modelled so as to achieve a balance of two types of statements: half culturally acceptable but probably untrue, the other half true but undesirable. Current personality inventories were consulted to find items of this type which had minimal abnormal implications. A set of 50 such items were selected and reduced to 33 by ratings of experienced judges and by item analysis with psychology students. The SD scale correlated (at the $p < .05$ level) with the K scale of the MMPI at .40, and (at the $p < .01$ level) with the L scale of the MMPI with a correlation of .54.

The SWB was examined in regard to its validity in terms of an item analysis. Ellison (1982) reported that the SWB had correlated in predicted direction with other theoretically related scales including the UCLA Loneliness Scale. Subjects who reported high SWB also reported low levels of loneliness (Paloutzian & Ellison 1979). Criterion-related validity studies are in progress and results of these studies will clarify and supplement our understanding of the SWB.

A review of the literature did not uncover any validity

studies on the Couple's Pre-Counseling Inventory. A personal phone conversation with the author of the scale, Richard Stuart, disclosed the finding that validity studies are currently in progress but the results of these efforts are not available yet (R. B. Stuart, personal communication, Jan. 12, 1984).

Procedure

The experiment was conducted at the facilities of Hinson Memorial Baptist Church on four consecutive Saturday afternoons. A commitment had been secured from the subjects to agree to attend all the sessions. On the first Saturday the subjects were given a demographic data sheet (see Appendix V) to fill out. The subjects were then randomly assigned to one of the three groups: 1) CCP experimental group, 2) Filmstrip Series group, or 3) wait-list control group.

The CCP group was taught by a graduate of Western Conservative Baptist Seminary and his wife. The Filmstrip Series (FSS) group was taught by a second Western Seminary graduate and his wife. The sessions were conducted on different floors of the building in order to ensure privacy for the subjects. The CCP and FSS treatment groups both met on four consecutive Saturdays. See Appendix VII for the CCP and FSS schedules and formats.

The control group was advised that they were a comparison group for the duration of the experiment. Although they did not

receive any communication training during the treatment period they were offered the training after the final follow-up session was conducted with the two treatment groups.

The experimental design included a pretest/posttest design with a 10 week follow-up for all three groups. The CCP treatment was given per the standardized format as outlined in the Couple Communication Instructor Manual and the book Talking Together. Appendix VI is the FSS leader's verbal script which was read to the FSS group at the beginning of the first session. In each session the FSS treatment group watched the 30-minute filmstrip on communication and then discussed the discussion questions. The format followed by the FSS instructor is in Appendix VI. The discussion questions are in Appendix VII. The couples watched a filmstrip then discussed the experience. The subjects were provided with scheduled breaks as outlined in the FSS format. This procedure was followed until all three filmstrips had been viewed by the couples, in three sessions, and the final session was for overview.

To control for instructor variables both the CCP instructor and the FSS instructor were tape recorded. The CCP instructor tape was reviewed by a certified CCP couple to detect any misrepresentation or distortion in the presentation. The CCP instructor was judged to be accurately presenting the material. The FSS instructor read a prepared script to the couples and a review of the tape revealed that he had adhered to the script.

Data Analysis

The dependent variables in the design were the subjects' scores on the four instruments. The independent variable was the treatment condition. According to Kerlinger (1973) a design like this can best be analyzed by a linear hierarchical regression analysis. In the data analysis the subjects' pretest scores were factored as the covariate.

CHAPTER THREE

Results

Demographic and Background Summary

Each participant filled out a demographic data sheet before the experiment (see Appendix V). An overall summary of the results for the 48 subjects is now presented. On the education question there were 10 subjects (22%) with 12 years of formal education, 4 (9%) with 13 years, 9 (19%) with 14 years, 8 (17%) with 15 years, 8 (17%) with 16 years, 5 (10%) with 17 years, 2 (4%) with 19, and 1 (2%) with 20 years. The subjects reported a mean of 15.75 years of education with a standard deviation of 2.63 years and a median of 13 years.

The reported income level revealed 11 (22%) subjects who made less than \$5,000 per year, 2 (4%) who made \$5,000 to \$9,999, 16 (34%) who made \$10,000 to \$14,999, 7 (15%) who made \$15,000 to \$19,999, 7 (15%) who made \$20,000 to \$29,999, 3 (6%) who made \$30,000 to \$49,999, and 2 (4%) who made \$50,000 or more per year. Mean income was \$16,400 with a standard deviation of \$6,432 and a median of \$15,000.

Concerning the marital status of the subjects, 43 (89%) of the 48 subjects were currently on their first marriage, 3 (7%) were on their second marriage, and 2 (4%) were on their third marriage. None of the subjects were legally separated or living together as married.

Five different church affiliations were represented by the subjects. There were 9 (19%) from the Neighborhood Church, 11 (23%) from the Christian Church, 15 (32%) from the Baptist Church, 8 (16%) from the Assembly of God Church, and 5 (10%) from the Church of Christ.

In the matter of frequency of church attendance 4 (8%) subjects said they attended between three and twelve times per year, 4 (8%) subjects between once per month and once per week, 9 (19%) attended weekly, and 31 (65%) attended more than once per week. None of the subjects reported attending less than one time per year, or once or twice per year. The modal point was more than once per week.

All 48 of the subjects professed to being a Christian. Of that number 5 (10%) responded that they respected and attempted to follow the moral and ethical teachings of Christ. The other 43 (90%) subjects reported that they had received Jesus Christ into their lives as their personal Savior and Lord.

On the Likert-type scale of the importance of religion to the subjects 2 (4%) individuals indicated a 4, 3 (6%) reported a 5, 5 (10%) indicated a 6, and the remaining 38 (80%) subjects said that

previous paragraph. First a posttest score was entered as a dependent variable followed by a pretest score and group membership, using dummy variable coding, as the two independent variables (see Neter & Wasserman, 1974). This procedure was followed for all ten variables. See Appendix X for a summary of the F comparisons at posttest and follow-up. The results of these analyses plus a post hoc Scheffe test for the significant variables will now be presented, (see Tables 3.1 - 3.20). The group means and standard deviations, presented in Appendix XI, for each variable are also included. Group means are symbolized by an "m" and standard deviations are symbolized by an "s".

Table 3.1

Effects of Treatment on GCR-POST

Variable	% Variance	SS	DF	MS	F
GCR PRE	.82	434.55	1	434.55	217.5
GROUPS	.01	6.79	2	3.4	1.7
ERROR	.17	87.91	44	2.00	
*p<.01	1.00	529.25	47		

Table 3.2

Effects of Treatment on GCR-FOL

Variable	% Variance	SS	DF	MS	F
GCR PRE	1.00	6672	1	667	12069.5
GROUPS	0.00	.23	2	.12	2.11
ERROR	0.00	2.43	44	.06	

*p<.01 1.00 669.67 47

The analysis of Communication Assessment showed a significant relationship between groups and posttest as can be seen in Table 3.3. The dependent variable was CA-POST and the independent variables were CA-PRE and GROUPS. On the CA-POST variable the unadjusted CCP $m = 52.31$, $s = 5.54$; FSS $m = 49.88$, $s = 4.99$; Control $m = 51.88$, $s = 3.95$. The variable group membership was significant ($F = 11.93$, $df = 2,44$ $p < .001$). The Scheffe test was applied to compare the difference between the mean scores of the three groups. The Scheffe analysis indicated that any difference between any two means would have to be as large or larger than 2.68 to be statistically significant at the .05 level ($df = 1,44$).

Comparing the CA-POST adjusted mean scores for the three groups revealed the following. The CCP adjusted CA-POST mean was 53.34; the FSS adjusted CA-POST mean was 49.90; the Control adjusted CA-POST mean was 51.91. The CCP vs FSS comparison indicated a difference of 3.44; comparing CCP and Control produced

.43; and comparing FSS vs Control showed a difference of 2.01. Therefore the CCP vs FSS differences were statistically significant but the other two comparisons were not.

Table 3.3

Effects of Treatment on CA-POST

Variable	% Variance	SS	DF	MS	F
CA PRE	.6	711.31	1	711.31	100.23
GROUPS	.14	169.4	2	84.7	11.93**
ERROR	.26	312.27	44	7.1	

*p<.01 1.00 1192.98 47

**p<.001

Table 3.4

Effects of Treatment on CA-FOL

Variable	% Variance	SS	DF	MS	F
CA PRE	.81	1405.15	1	1405.15	205.21
GROUPS	.01	25.38	2	12.69	1.85
ERROR	.17	301.28	44	6.85	

*p<.01 1.00 1731.82 47

Table 3.5

Effects of Treatment on SD-POST

Variable	% Variance	SS	DF	MS	F
SD PRE	.84	1364.3	1	1364.3	230.71
GROUPS	.00	7.48	2	3.74	.63
ERROR	.16	260.2	44	5.91	

* $p < .01$ 1.00 1631.98 47

Table 3.6

Effects of Treatment on SD-FOL

Variable	% Variance	SS	DF	MS	F
SD PRE	.98	1648.95	1	1648.95	2589.26
GROUPS	.00	.85	2	.42	.66
ERROR	.02	28.02	44	.64	

* $p < .01$ 1.00 1677.81 47

Conventionalization was entered as the next variable to be analyzed. CNV-POST was the dependent variable and CNV-PRE and GROUPS were entered as the independent variables. On CNV-POST the unadjusted OCP $m = 5.25$, $s = 4.24$; FSS $m = 8.81$, $s = 5.16$; Control $m = 12.06$, $s = 4.28$. Results of the analysis indicated that group membership was statistically significant ($F = 6.35$, $df = 2, 44$ $p < .01$). Hence there were treatment effects and thus significant difference

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between group means. A post hoc Scheffe Test revealed that any difference between two means had to be as large or larger than 2.09 (df=1,44).

Table 3.7

Effects of Treatment on QNV-POST

Variable	% Variance	SS	DF	MS	F
QNV PRE	.82	1132.29	1	1132.29	261.34
GROUPS	.04	54.99	2	27.5	6.35*
ERROR	.14	190.64	44	4.33	
*p<.01	1.00	1377.91	47		

Comparing the QNV-POST adjusted mean scores for the three groups showed the following. The CCP adjusted QNV-POST mean was 5.24; the FSS adjusted QNV-POST mean was 8.82; and the Control adjusted QNV-POST mean was 12.07. Comparing CCP versus FSS showed a difference of 3.58; CCP versus Control indicated a difference of 6.83; and FSS versus Control revealed a difference of 3.25. Therefore the CCP versus Control reported the greatest difference, followed by CCP versus FSS and then FSS versus Control.

Table 3.8

Effects of Treatment on CNV-FOL

Variable	% Variance	SS	DF	MS	F
CNV PRE	.84	1215.31	1	1215.31	264.82
GROUPS	.02	24.25	2	12.12	2.64
ERROR	.14	201.92	44	4.59	
*p<.01	1.00	1441.48	47		

Table 3.9

Effects of Treatment on GDS-POST

Variable	% Variance	SS	DF	MS	F
GDS PRE	.94	2150.72	1	2150.72	686
GROUPS	.00	2.33	2	1.16	.37
ERROR	.06	137.95	44	3.14	
*p<.01	1.00	2291	47		

Table 3.10

Effects of Treatment on GDS-FOL

Variable	% Variance	SS	DF	MS	F
GDS PRE	.99	3181.22	1	3181.22	3283.42
GROUPS	.00	2.15	2	1.08	1.11
ERROR	.01	42.63	44	.97	
*p<.01	1.00	3226	47		

Table 3.11

Effects of Treatment on AFC-POST

Variable	% Variance	SS	DF	MS	F
AFC PRE	.85	594.93	1	594.93	256.17
GROUPS	.00	2.36	2	1.18	.51
ERROR	.15	102.18	44	2.32	
*p<.01	1.00	699.48	47		

Table 3.12

Effects of Treatment on AFC-FOL

Variable	% Variance	SS	DF	MS	F
AFC PRE	.96	951.82	1	951.82	1028.43
GROUPS	.00	.7	2	.35	.38
ERROR	.04	40.72	44	.93	

*p<.01 1.00 993.25 47

A significant F was produced when the PSC-POST was entered as the dependent variable and PSC-PRE and GROUPS as the independent variables as can be seen in Table 3.13. On PSC-POST the CCP unadjusted $m = 11.69$, $s = 7.57$; FSS $m = 10.06$, $s = 4.28$; Control $m = 3.50$, $s = 2.01$. In this case group membership was significant ($F = 6.13$, $df = 2, 44$ $p < .01$). According to the calculations of the post hoc Scheffe test the difference between any two means must be as large or larger than 1.50 in this analysis to be statistically significant at the .05 level ($df = 1, 44$).

Comparing the adjusted PSC-POST means for the three groups showed the following. The CCP adjusted mean was 11.70; the FSS adjusted mean was 10.08; and the Control adjusted mean was 3.52. The difference between CCP and FSS was 1.62; the difference between CCP and Control was 8.18; and the difference between FSS and Control was 6.56. Therefore the CCP versus Control showed the

largest difference followed by FSS versus Control and then CCP versus FSS.

Table 3.13

Effects of Treatment on PSC-POST

Variable	% Variance	SS	DF	MS	F
PSC PRE	.96	2698.2	1	2698.2	1206.86
GROUPS	.01	27.4	2	13.7	6.13*
ERROR	.03	98.37	44	2.24	

*p<.01 1.00 2823.98 47

Table 3.14

Effects of Treatment on PSC-FOL

Variable	% Variance	SS	DF	MS	F
PSC PRE	.91	1684.05	1	1684.05	522.08
GROUPS	.01	19.28	2	9.64	2.99
ERROR	.08	141.93	44	3.23	

*p<.01 1.00 1845.25 47

Table 3.16 reports RWB-FOL as the dependent variable and RWB-PRE and GROUPS as the two independent variables. For RWB-FOL the CCP \bar{m} = 56.0, s = 14.45; FSS \bar{m} = 57.44, s = 4.64; Control \bar{m} = 52.0, s = 10.09. In this analysis groups was not a significant variable (F = .00 df = 2,44 p < .322). Note: it is rare to uncover an analysis

that produces an F of 0. However, in this case the difference between the pre and follow-up scores is so minute that an F of 0 (rounded to two decimal points) occurred.

Table 3.15
Effects of Treatment on RWB-POST

Variable	% Variance	SS	DF	MS	F
RWB PRE	.78	2714.72	1	714.722	165.12
GROUPS	.01	27.68	2	13.84	.84
ERROR	.21	723.41	44	16.44	
* $p < .01$	1.00	3465.81	47		

Table 3.17 reports EWB-POST as the dependent variable and EWB-PRE and GROUPS as the two independent variables. In this instance there was a significant relationship ($F=5.12$ $df=2,44$ $p < .01$). On EWB-POST the unadjusted CCP $m = 50.0$, $s = 8.65$; FSS $m = 57.06$, $s = 3.68$; Control $m = 53.5$, $s = 5.30$. A post hoc Scheffe test revealed that in order for any difference between two means to be statistically significant it would have to be as large or larger than 5.19 ($df=1,44$ $p < .05$).

Comparing the EWB-POST adjusted mean scores for the three groups revealed the following. The CCP adjusted mean was 49.97; the FSS adjusted mean was 57.05; and the Control adjusted mean was 53.51. Comparing CCP and FSS showed a difference of 7.08; CCP versus Control indicated a difference of 3.54; and FSS versus

Control produced a difference of 3.52. Therefore the CCP versus FSS comparison showed the greatest difference followed by CCP versus Control and then FSS versus Control.

Table 3.16

Effects of Treatment on RWB-FOL

Variable	% Variance	SS	DF	MS	F
RWB PRE	.99	2637.43	1	2637.43	4484.48
GROUPS	.00	0.00	2	0.00	0.00
ERROR	.01	25.88	44	.59	
*p<.01	1.00	2663.31	47		

Table 3.17

Effects of Treatment on EWB-POST

Variable	% Variance	SS	DF	MS	F
EWB PRE	.38	870.12	1	870.12	32.66
GROUPS	.10	219.48	2	109.74	5.12*
ERROR	.52	1172.38	44	26.64	
*p<.01	1.00	2261.98	47		

Table 3.18

Effects of Treatment on EWB-FOL

Variable	% Variance	SS	DF	MS	F
EWB PRE	.91	1192.51	1	1192.51	466.25
GROUPS	.00	1.76	2	.88	.34
ERROR	.09	112.54	44	2.56	
*p<.01	1.00	1306.81	47		

Table 3.19

Effects of Treatment on SWB-POST

Variable	% Variance	SS	DF	MS	F
SWB PRE	.57	5152.88	1	5152.88	64.68
GROUPS	.04	353.12	2	176.56	2.22
ERROR	.39	3505.62	44	79.67	
*p<.01	1.00	9011.62	47		

Table 3.20

Effects of Treatment on SWB-FOL

Variable	% Variance	SS	DF	MS	F
SWB PRE	.95	5008.13	1	5008.13	864
GROUPS	.00	2.45	2	1.23	.21
ERROR	.05	255.04	44	5.8	
*p<.01	1.00	5265.62	47		

Significant Test Correlations

In addition to examining treatment effects, a number of correlations among measures were examined. The results are presented in Appendix XII. The first intratest correlation was on the Couples Pre-Counseling Inventory (CPI) which includes both General Commitment to the Relationship (GCR) and Communication Assessment (CA). GCR-PRE and CA-PRE were positively correlated (.55 $p < .001$). Bearing in mind that correlation does not imply causality, the correlation does suggest that the relationship between GCR-PRE and CA-PRE would not likely occur by chance alone.

On the Spiritual Wellbeing Scale (SWB) both Religious Wellbeing (RWB) and Existential Wellbeing (EWB) were significantly correlated. RWB-PRE and EWB-PRE were positively correlated (.33,

$p < .05$) as were $FWB-PRE$ and $SWB-PRE$ (.87, $p < .001$). $EWB-PRE$ was positively correlated with $SWB-PRE$ (.74, $p < .001$).

On the Marital Satisfaction Inventory (MSI) the intratest correlations were likewise significant. The four subscales reported on are the Conventionalization (CNV) scale, Global Dissatisfaction (GDS) scale, Problem Solving Communication (PSC) scale and Affective Communication (AFC) scale. $GDS-PRE$ and $AFC-PRE$ were positively correlated (.91, $p < .001$) as were $GDS-PRE$ and $PSC-PRE$ (.85, $p < .001$). However $GDS-PRE$ and $CNV-PRE$ were negatively correlated (-.61, $p < .001$). $AFC-PRE$ was positively correlated with $PSC-PRE$ (.86, $p < .001$) and $AFC-PRE$ was negatively correlated with $CNV-PRE$ (-.64, .001).

Intertest correlations were also significant. $CA-PRE$ was negatively correlated with $AFC-PRE$ (-.42, $p < .01$) and $CA-PRE$ was negatively correlated with $PSC-PRE$ (-.48, $p < .001$). Although $SD-PRE$ and $CNV-PRE$ were not significantly correlated (.2720), there was a significant correlation for $SD-POST$ and $CNV-POST$ (.31, $p < .05$) and for $SD-FOL$ and $CNV-FOL$ (.32, $p < .05$).

The above results indicated that the prediction of a statistically significant difference for the CCP treatment group at posttest was only partially confirmed. Of the ten dependent measures only four ($CA-POST$, $CNV-POST$, $PSC-POST$, $EWB-POST$) were significant at posttest. The other six dependent measures (GCR , SD , FWB , SWB , GDS , AFC) were not significant at posttest. Hypotheses one, two, and three were therefore partially confirmed.

CHAPTER FOUR

Discussion

Summary of Results

The results of the hierarchical regression linear analysis for posttest and follow-up on the four measures revealed significant F scores on four measures at post testing; no significant differences were found at the follow-up. On the CA-POST analysis the F was 11.93 ($p < .001$); on QW-POST the F was 6.35 ($p < .01$); on PSC-POST the F was 6.13 ($p < .01$); and on EWB-POST the F was 6.12 ($p < .01$). The strongest treatment effects were seen on the CA-POST variable.

Communication Assessment evaluates two important dimensions of marital communication. Seven of the questions (1,2,3,4,7,8,13) reflect satisfaction with positive aspects of the partner's information exchange style. The other six (5,6,9,10,11) items measure the comfort with which partners seek change in their interaction. Apparently the CCP program is capable of improving this variable in a marriage, at least temporarily. The increased scores on Communication Assessment for the CCP treatment group suggests more seeking of change in one's partner, or perhaps a greater satisfaction with the positive aspects of the partner's

information exchange system.

The Conventionalization subscale of the MSI assesses the tendency of a couple to report their marriage in socially desirable terms. In essence, the CNV scale reflects denial of even minor marital problems and a description of the marriage in an unrealistically positive manner. The effects of CCP training was to lower, and therefore improve, the score on CNV and suggests a greater readiness to openly acknowledge existing difficulties in a relationship. That is, the marriage is viewed less positively suggesting less denial of any significant problems in the marriage.

The PSC subscale of the MSI consists of items measuring general ineffectiveness at resolving differences. This scale assesses the level and chronicity of overt disharmony rather than underlying feelings of detachment or alienation. As a result of the CCP training the CCP subjects reported higher scores reflecting a greater frequency of addressing mutual differences when they occur and a greater frequency of overt disharmony in the marriage.

On the Spiritual Wellbeing Scale the EWB subscale also reflected a significant decrease for the CCP treatment group. The Existential Wellbeing Scale refers to a sense of life purpose and life satisfaction. Thus the CCP training temporarily decreased the degree of life satisfaction (EWB) for the participants. Perhaps the stress of learning new ways of communicating in

marriage produced a short-term decrease in reported sense of wellbeing.

The post hoc Scheffe tests revealed the CCP treatment was superior to the FSS treatment on the Communication Assessment. On the Problem Solving Communication variable both CCP and FSS were superior to the Control group with CCP producing stronger treatment effects than the FSS method. On Conventionalization the CCP showed its strongest comparison against the Control group; the next strongest comparison was between FSS and the Control group. The smallest difference was between CCP and FSS on CNV.

A number of inter-scale correlations were also significant (see Appendix XII). GCR-PRE was positively correlated with CA-PRE on the CPI. On the SWB scale RWB-PRE was positively correlated with SWB-PRE and EWB-PRE was positively correlated with SWB-PRE. On the MSI test AFC-PRE and PSC-PRE were positively correlated and AFC-PRE and CNV-PRE were negatively correlated.

Appendix IX reports the correlations for each of the three groups on demographic variables and pretest scores. A few of the significant correlations will now be presented. For the CCP group, Sex (i.e., gender) and EWB were positively correlated (.69); Education and Social Desirability were negatively correlated (-.52); GCR and Profession of Christianity were positively correlated (.72); as was CA and Profession of Christianity (.68); GDS was negatively correlated with Profession of Christianity (-.55); Length of Courtship and EWB were

negatively correlated (-.51); Length of Courtship and PSC were positively correlated.

For the FSS group the following correlations were observed. Marital Status and CNV (.60); Frequency of Church Attendance and ROR (-.51); Importance of Religion and SWB (.57); Frequency of Church Attendance and CA (.52); Importance of Religion and PSC (-.65).

Control group correlations were also significant. Age and ROR (.68); Income and Sexual Dissatisfaction (.66); Church Affiliation and CA (.55); Church Affiliation and EWB (.67); Frequency of Church Attendance and ROR (-.69); Frequency of Church Attendance and PSC (-.55); Income and Profession of Christianity.

Limitations of the Study

The subjects participating in this design were largely white, middle-class, and highly religious. Of the total (N=48) number participating in the experiment, 16 (33%) were college graduates, 14 reported incomes of more than \$15,000 per year, all the subjects professed to be Christian, 31 (65%) said they attended church more than once per week, 95% described themselves as "born again" Christians, and 38 (79%) of the respondents said on a scale of 1 to 7 that 7 (extremely important) best represented their

personal attitude toward religion. Because of the homogeneous social and religious characteristics of the persons in this study, generalization of the results to other populations is probably limited.

The population also displayed "ceiling effects" on their reports of marital satisfaction. Since the subjects reported high levels of marital satisfaction before the treatment, it would have been difficult to register any significant increases on this variable. According to Levinger and Raush (1977) newlywed couples generally experience high level of marital satisfaction. Accordingly, any experimental design using newlywed couples to investigate the effects of a communication training program on marital satisfaction will be limited in terms of its ability to demonstrate effects.

Differences between the two treatment methods could also be factors in accounting for different group mean scores. For example, the CCP leaders were actively involved with the subjects and were free to share personal illustrations from their own marriage with the participants. The FSS leaders, on the other hand, were essentially proctors in that all they did was to show the filmstrips and pass out the discussion questions.

Also, trainer effects were different for the two treatment groups, since the two treatment groups were led by different leaders. Time length also differed between the two methods. The CCP program was 12 hours in length; the FSS was only 8. The FSS

experimental learning experience was primarily visual with subsequent group discussions of provided questions whereas the CCP included unstructured small group discussions and behavioral homework assignments.

Only four of the variables were statistically significant at posttest (CA, EWB, PSC, and QNV). None of the measures were significant at follow-up. Other studies with the CCP have reported a similar failure to detect significant scores at follow-up (Dillon, 1976; Glisson, 1976; Stafford, 1978; Wampler & Sprenkle, 1980). Possible explanations for this would include the small sample size, or the possibility that a significant follow-up might have been detected with more sensitive measures. Also, the fact that the couples were not exposed to peer support and/or pressure after the experiment was over may account for the lack of significant results at follow-up.

Demographic findings for the three groups indicated that the three groups were significantly different from one another before the treatments were administered (see Appendix VIII). For example, the mean age of the CCP subjects was 30.38; for the FSS it was 23.63; the Control group mean was 24.88. Therefore, age differences may have been a contributing factor in accounting for some group differences. On the education variable the mean for the three groups were rather similar (CCP = 14.38; FSS = 14.56; Control = 15.94). This is consistent with other studies using the CCP. That is, the participants tend to be college graduates. On

income, the range was wider for the CCP group than for either the FSS or Control group. The mean income for the CCP and Control were very close, with the FSS mean income indicating a less affluent population.

In summary, the limitations of the study included an unrepresentative population, ceiling effects, trainer effects, differences in methods and length of time for the two treatments. Because of these limitations, great care must be taken in generalizing the results to other populations.

Interpretation of Results

Of the four significant F scores revealed in this study the strongest treatment effect was seen on the Communication Assessment subscale of the Couples Pre-Counseling Inventory. Of the three other variables, Conventionalization showed the strongest treatment effects, followed by Problem Solving Communication and finally Existential Wellbeing.

CCP was superior to both FSS and Control group on Conventionalization (CNV) (See Appendices X and XI). This is consistent with other studies which have shown significant improvement in communication self report measures (Dode, 1979; Joanning, 1982) with CCP. On CNV CCP < FSS < CONTROL. The CCP group had the lowest adjusted post mean score of the three groups. On the CNV low scores are considered an indication of a more

realistic appraisal of the relationship. High scores suggest a naive, uncritical view of the marriage. The results suggest that as a consequence of the CCP training the CCP couples reflected a readiness to openly acknowledge existing difficulties in their relationship. Hence there was less denial of any difficulties and a corresponding willingness to admit the presence of marital distress. The FSS subjects' adjusted post mean score may indicate a guarded prognosis of their relationship. The Control group, however, tended to reflect a naive, uncritical appraisal of their marital relationship. Since the CCP training program included the discussion of a current problem in front of the other participants (see Appendix VII) it is reasonable to expect that a couple would tend to be more realistic and less naive about their relationship.

The CCP treatment also displayed the ability to significantly decrease one's sense of wellbeing (EWB). On EWB FSS>CONTROL>CCP. The adjusted post mean scores for EWB reveal the Control group midway between the CCP and FSS treatment groups; it is important to note that although the difference between FSS and CCP was significant on the Scheffe test, the differences between FSS and Control and between CCP and Control were not. This may, however, suggest opposite effects of the two treatments. The FSS may be superior to CCP because of higher EWB in the FSS subjects. Perhaps the FSS group felt a greater sense of wellbeing and contentment under their treatment conditions. The CCP group, conversely, experienced lower wellbeing on EWB and this may

suggest the presence of distress or discomfort as a result of participating in the CCP program. Perhaps improved communication in the CCP group resulted in a more candid appraisal of marital differences, this leading to a temporary decrease in EWB, which later reverted to baseline on follow-up. Clearly, the FSS was superior to the CCP on EWB at post-test (see Appendices X and XI).

The Control group was midway between the CCP and FSS on Communication Assessment. That is, CCP > CONTROL > FSS on CA. Apparently the CCP and FSS therefore had opposite effects, even though not statistically significant on the Scheffe test. Communication Assessment evaluates both the positive aspects of the partners' information exchange style and the comfort with which partners seek change in their interaction. The explicit goal of the CCP program is to teach couples specific communication techniques and approaches. Therefore, the CCP significance on the CA variable is not surprising. The CCP format includes structured time for sharing positive aspects of your married life with your spouse (see Appendix VII). The CCP obviously is capable of improving CA but in this instance CCP did not also significantly improve the other communication variable: PSC. Perhaps the CA and PSC measure opposite dimensions of marital communication. It is less clear why FSS decreased CA; perhaps after viewing a filmstrip on ideal communication techniques, without practicing these themselves explicitly (as in CCP), and also discussing questions which somewhat focus on negative aspects of

communication skills, the FSS couples felt less adequate in terms of communication skills and thus scored lower on CA.

Problem Solving Communication is intended to measure general ineffectiveness at resolving differences in a marriage, and overt disharmony in their relationship, that is, the level of severity of perceived disharmony as it occurs. Like the other subscales of the Marital Satisfaction Inventory, low scores are considered good and high scores are considered bad. On PSC CONTROL<FSS<CCP. The adjusted post mean scores for PSC suggest that the Control group reported minimal levels of overt disharmony in their relationship. The spouses are seen as being committed to resolving differences when they occur. The FSS method was superior to the CCP on the PSC variable. Possibly, the FSS method was superior to CCP in PSC because PSC assesses the more objective aspects of overt disharmony and the FSS format includes discussion questions on difficult or uncomfortable situations. That is, the FSS subjects were partially dealing with some of the same issues covered in the PSC questions. In light of the low EWB for the CCP subjects, perhaps the differences at surface after the CCP program appear more severe to the subjects and may be reported as greater levels of overt disharmony, thus increasing PSC. This may explain the CCP poor results on PSC in comparison to FSS and Control.

Suggestions for Further Research

Several important issues have not been addressed in this or previous CCP studies. First, little is known about how well CCP works in other than a middle-class population. The ability to benefit from CCP may relate to such factors as education level, intelligence, or age. If such is the case, it may or may not be possible to redesign CCP to fit the needs of couples with different backgrounds and abilities.

Second, study needs to be done comparing the effectiveness of CCP with distressed and nondistressed couples. Such a study could address the issue of whether it is necessary to screen out distressed couples, to put them in special groups, or to treat them like nondistressed couples participating in CCP.

Finally, future studies need to consider the effects of the components of CCP as well as the program as a whole (Wampler, 1982). CCP could be examined in terms of awareness skills, disclosure skills, and problem-solving skills. Measures which differentiate between actual use of skills and ability to use these skills would be helpful in assessing the value of the various components of the CCP training program.

Conclusions

The evidence from this study indicates that CCP is at least temporarily an effective program in teaching communication skills to newlywed couples. Specifically the CCP program teaches self-disclosure, heightened awareness of the communication process through the "Awareness Wheel" (acting, sensing, thinking, feeling, wanting), and behavioral homework assignments which emphasize various levels of communication. Moreover, the CCP method appeared to be somewhat superior to the FSS method in its goal of teaching communication skills, specifically on the CA variable. Of the four post hoc Scheffe tests, only two of the analyses found that the FSS was statistically significantly better than Control (CNV, PSC), and these findings, as previously discussed, are not inconsistent with this statement. In addition, the effects of CCP appear to be due to the program itself and not only to nonspecific factors such as attention to the couple's relationship or group interaction in general. As with most skill learning experiences, couples indicated less use of the skills after the immediate impact of the program is past, and the effects of both programs on communication skills did not persist at the 10-week follow-up.

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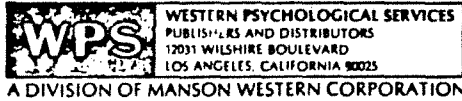
APPENDIX I

Marital Satisfaction Inventory

Marital Satisfaction Inventory (MSI) Administration Booklet

Douglas K Snyder, Ph.D.

Published by



DIRECTIONS

This inventory consists of numbered statements. Read each statement and decide whether it is TRUE as applied to you or FALSE as applied to you.

Mark your answers on the special Answer Sheet provided. Look at the example of the Answer Sheet shown at the right. If a statement is TRUE or MOSTLY TRUE as applied to you, blacken the circle marked T (see 10 in the example). If a statement is FALSE or NOT USUALLY TRUE as applied to you, blacken the circle marked F (see 11 in the example). Answer each item to the best of your ability.

Example

10 ●

11 ●

In marking your answers on the Answer Sheet, be sure that the number of the statement agrees with the number on the Answer Sheet. Make your marks heavy and black. Erase completely any answer you wish to change. Do not make any marks in this booklet.

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DO NOT MAKE ANY MARKS ON THIS BOOKLET

1. I believe our marriage is reasonably happy.
2. My spouse almost always responds with understanding to my mood at a given moment.
3. Our marriage has never been in difficulty because of financial concerns.
4. The husband should be the head of the family.
5. I had a very happy home life.
6. There are some things my spouse and I just can't talk about.
7. Our sex life is entirely satisfactory.
8. I have never thought of my spouse or me as needing marital counseling.
9. My spouse and I don't have much in common to talk about.
10. It is sometimes easier to confide in a friend than in my spouse.
11. Our income is sufficient to meet necessary expenses.
12. My spouse and I often remain silent for long periods when we are angry with one another.
13. A preschool child is likely to suffer if the mother works.
14. I am quite happily married.
15. My spouse has never been sexually unfaithful.
16. My spouse and I enjoy doing things together.
17. The members of my family were always very close to each other.
18. My spouse and I need to improve the way we settle our differences.
19. My spouse has no common sense when it comes to money.
20. I have never felt better in my marriage than I do now.
21. Sometimes my spouse just can't understand the way I feel.
22. A husband should take equal responsibility for feeding and clothing the children.
23. The one thing my spouse and I don't really fully discuss is sex.
24. My spouse does not take criticism as a personal attack.
25. Every new thing I have learned about my mate has pleased me.
26. All the marriages on my side of the family appear to be quite successful.
27. My mate rarely does things which make me angry.
28. My spouse is forever checking up on how I spend our money.
29. Our arguments often end with an exchange of insults.
30. Most women are better off in their own home than in a job or profession.
31. My spouse occasionally is unable to become sufficiently aroused for us to have satisfactory intercourse.
32. I wish my spouse would confide in me more.
33. There are some important issues in our marriage which need to be resolved.
34. My spouse and I spend a good deal of time together in many different kinds of play and recreation.
35. There are times when my mate does things that make me unhappy.
36. My spouse frequently misinterprets the way I really feel when we are arguing.
37. Serious financial concerns are not likely to destroy our marriage.
38. Some things are too upsetting to discuss even with my spouse.
39. Two married persons should be able to get along better than my mate and I.
40. My spouse sometimes likes to engage in sexual practices to which I object.
41. I am quite satisfied with the amount of time my spouse and I spend in leisure.
42. During an argument with my spouse, each of us airs our feelings completely.
43. There are some things about my mate that I do not like.
44. A woman should take her husband's last name after marriage.
45. My spouse and I seem to have little in common when we are not busy with social activities.
46. I've gotten more out of marriage than I expected.
47. When upset, my spouse sometimes does a lot of little things just to annoy me.

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48. I have never been sexually unfaithful to my spouse.
49. I feel as though we outlive our financial means.
50. Some equality in marriage is a good thing, but by and large, the husband ought to have the main say-so in family matters.
51. My spouse feels free to express openly strong feelings of sadness.
52. At times I have very much wanted to leave my spouse.
53. My childhood was probably happier than most.
54. My spouse has no difficulty accepting criticism.
55. Our marriage has never been in trouble because of our sexual relationship.
56. My mate and I seldom have major disagreements.
57. My spouse and I frequently sit down and talk about pleasant things that have happened during the day.
58. If a child gets sick and the wife works, the husband should be just as willing as she to stay home from work and take care of the child.
59. My mate completely understands and sympathizes with my every mood.
60. Frequently when we argue, my spouse and I seem to go over and over the same old things.
61. I trust my spouse with our money completely.
62. I have important needs in my marriage that are not being met.
63. My parents' marriage would be a good example to follow for any married couple.
64. My spouse can usually tell what kind of day I've had without even asking.
65. My spouse and I rarely have sexual intercourse.
66. When my spouse and I disagree, my spouse helps us to find alternatives acceptable to both of us.
67. I am fairly satisfied with the way my spouse and I spend our available free time.
68. I have wondered, on several occasions, whether my marriage would end in divorce.
69. If a mother of young children works, it should be only while the family needs the money.
70. There is never a moment that I do not feel "head over heels" in love with my mate.
71. My spouse has never taken pleasure in hurting me personally.
72. My spouse and I rarely argue about money.
73. There are some sexual behaviors I would like but which my spouse doesn't seem to enjoy.
74. My spouse is so touchy on some subjects that I can't even mention them.
75. My marriage has been disappointing in several ways.
76. My spouse and I rarely go for walks together.
77. Basically, most men still desire nurturant and "traditional" women.
78. It is unusual for my spouse to openly express strong feelings of tenderness.
79. There are some things about my mate that I would change if I could.
80. There are some serious difficulties in our marriage.
81. My spouse often fails to understand my point of view on things.
82. My spouse is sometimes overly modest or prudish in his (her) attitude toward sex.
83. Our financial future seems quite secure.
84. Women who want to remove the word "obey" from the marriage service don't understand what it means to be a wife.
85. Whenever I'm feeling sad, my spouse makes me feel loved and happy again.
86. My marriage could be much happier than it is.
87. My spouse and I seem to get carried away in an argument and say things we don't really mean.
88. I have never regretted my marriage, not even for a moment.
89. My parents' marriage was happier than most.
90. I nearly always gain complete sexual satisfaction from intercourse with my spouse.
91. My spouse keeps most of his (her) feelings inside.
92. The future of our marriage is too uncertain to make any serious plans.
93. Our daily life is full of interesting things to do together.
94. When my spouse and I have differences of opinion, we sit down and discuss them.
95. The most important thing for a woman is to be a good wife and mother.
96. I confide in my mate about everything.

GO ON TO THE NEXT PAGE

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97. I had a very unhappy childhood.
98. My marriage is less happy than the very successful ones.
99. I would like to improve the quality of our sexual relationship.
100. My spouse is pretty good when it comes to saving money.
101. A lot of arguments with my spouse seem to be about trivia.
102. There are some things about my marriage that do not entirely please me.
103. My spouse can always be trusted with everything I tell him (her).
104. Even when I am with my spouse I feel lonely much of the time.
105. My spouse readily admits an error when he (she) has been wrong.
106. My spouse seems to enjoy sex as much as I do.
107. It is often hard for my spouse and me to discuss our finances without getting upset with each other.
108. Only in emergencies should the wife contribute to the financial support of the family.
109. The unhappiest moments of my life are often caused by my marriage.
110. My spouse takes quite seriously my feelings and thoughts about an issue.
111. My spouse doesn't take enough time to do some of the things I'd like to do.
112. There are times when I do not feel a great deal of love and affection for my mate.
113. My spouse and I communicate very little simply through the exchange of glances.
114. I have never felt our marital difficulties were piling up so high that we could not overcome them.
115. I would prefer to have intercourse more frequently than we do now.
116. My spouse often insists on getting his (her) own way regardless of what I may want.
117. My spouse is a very good manager of finances.
118. A woman should be able to choose a career outside the home just as her husband does.
119. It seems that we used to have more fun than we do now.
120. There have been moments of great happiness in my marriage.
121. My mate has all of the qualities I've always wanted in a mate.
122. My parents had very few quarrels.
123. I sometimes am reluctant to express disagreement with my spouse for fear that he (she) will get angry.
124. My spouse has too little regard sometimes for my sexual satisfaction.
125. My spouse and I argue nearly all the time.
126. I wish my spouse shared a few more of my interests.
127. My spouse does many different things to show me that he (she) loves me.
128. A major role of the wife should be that of house-keeper.
129. Minor disagreements with my spouse often end up in big arguments.
130. My spouse and I nearly always agree on how frequently to have intercourse.
131. I might be happier if I weren't married.
132. Sometimes I feel as though my spouse doesn't really need me.
133. My spouse doesn't seem to understand the importance of putting money into savings.
134. A woman's place is in the home.
135. I feel sometimes like my spouse is "lecturing" at me.
136. I get pretty discouraged about my marriage sometimes.
137. We are as well adjusted as any two persons in this world can be.
138. Our sexual relationship does not lack at all in variety.
139. My spouse and I seem able to go for days sometimes without settling our differences.
140. The recreational and leisure life of my spouse and myself appears to be meeting both our needs quite well.
141. My spouse does many things to please me.
142. Sometimes I wonder just how much my spouse really does love me.
143. My parents never really understood me.

144. When arguing, we manage quite well to restrict our focus to the important issues.
145. A wife should not have to give up her job when it interferes with her husband's career.
146. I am somewhat dissatisfied with how my spouse and I talk about better ways of pleasing each other sexually.
147. My spouse and I are happier than most couples I know.
148. Trying to work out a family budget makes more trouble with my spouse than it is worth.
149. I feel free to express openly strong feelings of sadness to my spouse.
150. We get angry with each other sometimes.
151. My spouse sometimes seems intent upon changing some aspect of my personality.
152. I am thoroughly committed to remaining in my present marriage.
153. My spouse likes to share his (her) leisure time with me.
154. I wish sometimes my spouse would take more initiative in our sexual relations.
155. Whenever he (she) is feeling down, my spouse comes to me for support.
156. My spouse often complains that I don't understand him (her).
157. I usually feel that my marriage is worthwhile.
158. A husband and wife should share responsibility for housework if both work outside the home.
159. My spouse doesn't always appreciate the importance of keeping good financial records.
160. I have never seriously considered having an affair.
161. In most matters, my spouse understands what I'm trying to say.
162. My spouse and I enjoy the same types of amusement.
163. My mate rarely does things which make me unhappy.
164. I'm not sure my spouse has ever really loved me.
165. My parents didn't communicate with each other as well as they should have.
166. My spouse seems committed to settling our differences.
167. I enjoy sexual intercourse with my spouse.
168. I am certain our decision to get married was the right one.
169. I might have been happier had I married somebody else.
170. When I'm upset, my spouse usually understands why even without my telling him (her).
171. Earning the family income is primarily the responsibility of the husband.
172. My spouse sometimes buys too much on credit.
173. My spouse desires intercourse too frequently.
174. I have known very little unhappiness in my marriage.
175. I sometimes am reluctant to discuss certain things with my spouse because I'm afraid I might hurt his (her) feelings.
176. My mate occasionally makes me feel miserable.
177. The responsibilities of motherhood are a full-time job.
178. I sometimes avoid telling my spouse things which put me in a bad light.
179. My marriage is as successful as any I know.
180. I often wonder what it would be like to have intercourse with someone other than my spouse.
181. My spouse and I decide together the manner in which the family income is to be spent.
182. Even when angry with me, my spouse is able to appreciate my viewpoints.
183. I was very anxious as a young person to get away from my family.
184. I spend at least one hour each day in an activity with my spouse.
185. The good things in my marriage seem to far outweigh the bad.
186. I don't think any couple could live together with greater harmony than my mate and I.
187. A lot of our arguments seem to end in depressing stalemates.
188. I am sometimes unhappy with our sexual relationship.
189. A wife's career is of equal importance to her husband's.
190. My spouse has much difficulty keeping our check-book balanced.

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191. My spouse and I have never come close to separation or divorce.
192. My spouse sometimes seems to spend more time with his (her) friends than with me.
193. My marriage could be happier than it is.
194. I often wondered whether my parents' marriage would end in divorce.
195. Our arguments frequently end up with one of us feeling hurt or crying.
196. We seem to do more arguing than a couple should.
197. My spouse sometimes shows too little enthusiasm for sex.
198. Just when I need it the most, my spouse makes me feel important.
199. A woman should expect her husband to help with the housework.
200. My spouse buys too many things without consulting with me first.
201. During our marriage, my spouse and I have always talked things over.
202. About the only time I'm with my spouse is at meals and bedtime.
203. I believe that our marriage is as pleasant as that of most people I know.
204. I certainly hope our marriage turns out better than the marriages of some of my relatives.
205. There are times when I wonder if I made the best of all possible choices.
206. Talking about sexual performance with my spouse is not difficult.
207. My spouse and I are often unable to disagree with one another without losing our tempers.
208. My spouse is often too concerned with financial matters.
209. If it weren't for fear of hurting my mate, I might leave him (her).
210. There should be more daycare centers and nursery schools so that more mothers of young children could work.
211. My mate and I understand each other completely.
212. My spouse and I sometimes enjoy just sitting down and doing things together.
213. We could have many fewer marital difficulties if our family income were larger.
214. My spouse rarely nags me.
215. I would like my spouse to express a little more tenderness during intercourse.
216. I think my marriage is less happy than most marriages.
217. When disagreements arise they are always settled in a peaceful, fair, and democratic manner.
218. I am apt to hide my feelings in some things, to the extent that my spouse may hurt me without his (her) knowing it.
219. Before marrying, I was quite eager to leave home.
220. My spouse's feelings are too easily hurt.
221. My marriage is an unhappy one.
222. Where a family lives should depend mostly on the husband's job.
223. My spouse invests money wisely.
224. My spouse rarely refuses intercourse when I desire it.
225. We sometimes seem unable to settle calmly even our minor differences.
226. I have often considered asking my spouse to go with me to seek marital counseling.
227. We just don't get the chance to do as much together any more.
228. My marriage is not a perfect success.
229. It's only natural for a man to be bothered if his wife makes more money than he does.
230. My spouse doesn't take me seriously enough sometimes.
231. Frankly, our marriage has not been successful.
232. My spouse and I almost always discuss things together before making an important decision.
233. There is nothing I would like to change about our sex life.
234. My parents loved each other.
235. Such things as laundry, cleaning, and childcare are primarily the wife's responsibility.
236. My spouse seems to enjoy just being with me.
237. There are many things about my marriage which please me.
238. There is a great deal of love and affection expressed in our marriage.
239. My marriage has been very satisfying.

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Couples WITHOUT CHILDREN should STOP here.
All couples WITH CHILDREN should continue to answer EACH of the following items.

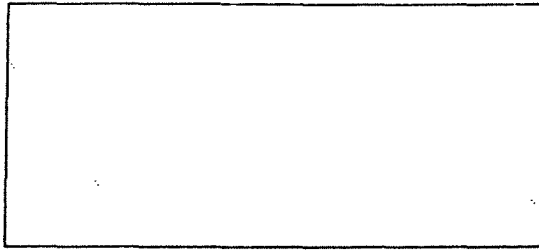
240. Having children has increased the happiness of our marriage.
241. My spouse and I nearly always agree on how to respond to our children's requests for money or privileges.
242. For the most part, our children are well-behaved.
243. Our children often manage to drive a wedge between my spouse and me.
244. Raising children is a nerve-racking job.
245. Our children seem to fight among themselves more than children in other families.
246. My spouse and I rarely disagree on how much time to spend with the children.
247. My children and I don't have very much in common to talk about.
248. My spouse doesn't assume his (her) fair share of taking care of the children.
249. Having children has not brought all of the satisfactions I had hoped it would.
250. A large portion of arguments I have with my spouse are caused by the children.
251. I wish my children would show a little more concern for me.
252. My children have learned that if they can't get something from me they can often get it from my spouse.
253. Having children has not kept my spouse and me from doing as much together as we used to do.
254. My spouse doesn't spend enough time with the children.
255. Our children don't seem as happy and carefree as other children their age.
256. Most of the work involved in caring for the children falls on my shoulders.
257. Our marriage might have been happier if we had not had children.
258. My spouse and I rarely argue about the children.
259. My children rarely seem to care how I feel about things.
260. Quite frequently my children come and talk with me about routine events in their daily lives.
261. My spouse and I decide together what rules to set for our children.
262. Having children has interfered with pursuit of my own career.
263. My spouse and I assume equal responsibility for rearing the children.
264. Words don't seem to have any impact on kids these days.
265. The children and I often work together in the yard or on projects around the house.
266. My spouse shows a great deal of enthusiasm in our children's interests and accomplishments.
267. I sometimes think my spouse and I should have waited longer before having children.
268. Our marriage has never been in difficulty because of the children.
269. Our children rarely fail to meet their responsibilities at home.
270. Sometimes my spouse really spoils the children.
271. I frequently get together with one or more of the children for fun or recreation at home.
272. My spouse and I always try to support each other when one of us praises or punishes our children.
273. Our children do not show adequate respect for their parents.
274. My spouse doesn't display enough affection towards the children.
275. My children's value systems are very much the same as my own.
276. My spouse and I seem to argue more frequently since having children.
277. Before having children, I didn't realize how much of a burden raising a family could be.
278. My spouse and I nearly always agree on what our children's responsibilities at home should be.
279. My children consider me an important part of their lives.
280. My spouse and I rarely disagree on when or how to punish the children.

END

APPENDIX II

Couples Pre-Counseling Inventory

Couples Communication Program - 99



COUPLE'S PRE-COUNSELING INVENTORY

(Revision of Marital Pre-Counseling Inventory)

Your thoughtful answers to the items in this Inventory will go far toward helping your counselor plan services for you that will be highly effective in the shortest possible time. Because the counseling program builds on the strengths in your relationship and recognizes that change is possible in all relationships, you will find that the questions in this Inventory generally concern the positive aspects of your relationship and the possibilities for changing interaction patterns. Please allow at least an hour to complete the form, and use any blank space or add a sheet of paper if more space is needed, numbering each answer. Keep in mind the following guidelines as you fill it out.

1. Make certain to answer *every question* so that your scores on each subscale can be calculated.
2. Answer every question *according to the way you feel today* rather than according to the way you used to feel or think that you should feel.
3. *Complete your forms separately* and do not discuss your answers with your partner.
4. In the open-ended questions, *write only those things that you would feel comfortable about your partner knowing*. If you tell the counselor things that cannot be shared, you will make it impossible for the counselor to be completely open and honest with both of you.

Thank you for your thoughtfulness and care in completing this form.

Name _____ Date _____
 Address _____ Date of marriage (if married) _____
 Phone _____ (home) _____ (business) Date of separation (if any) _____

FAMILY COMPOSITION

	Name	Sex	Date of birth	Highest level of education	Occupation	Religion
You	_____	_____	_____	_____	_____	_____
Your partner	_____	_____	_____	_____	_____	_____
					Child is yours? Your partner's? Both of yours?	Living at home?
Child	_____	_____	_____	_____	_____	_____
Child	_____	_____	_____	_____	_____	_____
Child	_____	_____	_____	_____	_____	_____
Child	_____	_____	_____	_____	_____	_____
Child	_____	_____	_____	_____	_____	_____
Child	_____	_____	_____	_____	_____	_____
Other	_____	_____	_____	_____	Relationship	Living at home?

Couples Communication Program - 100

A. GENERAL AND SPECIFIC HAPPINESS WITH THE RELATIONSHIP

1. a. The numbers in the following order represent different degrees of happiness in your relationship. The middle number, 3 (Happy), represents the degree of happiness of most relationships. Please *circle* the number that best describes the degree of happiness of your relationship, all things considered.

0	1	2	3	4	5	6
Extremely <i>unhappy</i>	Fairly <i>unhappy</i>	A little <i>unhappy</i>	Happy	Very happy	Extremely happy	Perfect

- b. Now please mark an X through the number that best describes the way you think your partner will answer this question.

2. The following list details some of the specific areas that, taken together, make up general happiness with a relationship. Please *circle* the number that best represents your happiness with the way you and your partner usually interact in each area.

	Very happy	Mostly happy	Happy	Somewhat <i>unhappy</i>	Very <i>unhappy</i>
a. Our daily social interaction with each other	5	4	3	2	1
b. Our affectionate interaction	5	4	3	2	1
c. Our sexual interaction	5	4	3	2	1
d. Our trust in each other	5	4	3	2	1
e. Our communication	5	4	3	2	1
f. The way we divide chores	5	4	3	2	1
g. The way we make decisions	5	4	3	2	1
h. The way we manage conflict	5	4	3	2	1
i. Our management of children, if any	5	4	3	2	1
j. Amount of free time apart	5	4	3	2	1
k. Amount of free time together	5	4	3	2	1
l. Quality of free time together	5	4	3	2	1
m. The way we support each other in crises	5	4	3	2	1
n. The way we support each other on a daily basis	5	4	3	2	1
o. Our handling of finances	5	4	3	2	1

3. Please look back over each question. This time, mark an X through each answer that you think your partner will select.

4. Looking back over this list one more time, please suggest ways in which a change in *your own behavior* might improve your satisfaction in any of the areas rated as 2 or 1, i.e., *Somewhat unhappy* or *Very unhappy*.

Couples Communication Program - 101

B. CARING BEHAVIORS

Many different behaviors, some quite small and seemingly insignificant, contribute importantly to relationship satisfaction. The following questions address some of the things that you and your partner do now and could do more often to be more pleasing to each other.

1. Please list ten things that your partner does that please you.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____
- j. _____

2. Please list three things that you would like your partner to do *more often*. In answering this and the next question, please be *positive* and *specific*. For example, write "During dinner, ask me how I spent the day," which is positive and specific, instead of "Be less self-preoccupied at meals," which is negative and vague.

- a. (1) _____
(2) My partner did this _____ times in the past seven days.
- b. (1) _____
(2) My partner did this _____ times in the past seven days.
- c. (1) _____
(2) My partner did this _____ times in the past seven days.

3. Please list three things that you think your partner would like you to do *more often*, again being *positive* and *specific*.

- a. (1) _____
(2) I did this _____ times in the past seven days.
- b. (1) _____
(2) I did this _____ times in the past seven days.
- c. (1) _____
(2) I did this _____ times in the past seven days.

Couples Communication Program - 102

C. COMMUNICATION ASSESSMENT

It is generally recognized that effective communication can help relationships run in a smooth and satisfying way. The following questions concern your assessment of the level of communication that you now enjoy with your partner.

How frequently do you think that each of the following statements correctly describes your interaction with your partner? Please *circle* the number that corresponds with your answer.

	Almost always	Often	Sometimes	Rarely	Almost never
1. I listen attentively when my partner speaks.	5	4	3	2	1
2. My partner listens attentively when I speak.	5	4	3	2	1
3. I feel that my partner understands what I communicate.	5	4	3	2	1
4. I feel that I understand what my partner communicates.	5	4	3	2	1
5. I am comfortable about asking my partner to do things for me.	5	4	3	2	1
6. My partner often asks me to do various things.	5	4	3	2	1
7. I almost always express appreciation for the things my partner does for me in response to my requests.	5	4	3	2	1
8. My partner almost always expresses appreciation for the things I do in response to his/her requests.	5	4	3	2	1
9. I feel that my partner tells me too many negative things about myself or our relationship.	5	4	3	2	1
10. I feel that I tell my partner too many negative things about him-/herself or our relationship.	5	4	3	2	1
11. I am comfortable expressing disagreement with things my partner says or does.	5	4	3	2	1
12. I respond constructively when my partner disagrees with things I say or do.	5	4	3	2	1
13. I enjoy just sitting and talking with my partner.	5	4	3	2	1

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D. CONFLICT MANAGEMENT

All couples experience conflict at some times because no two people always want exactly the same thing at the same time. Marriages are not necessarily harmed by the occurrence of conflict, but the style of the conflict may need improvement. The following questions address the frequency and quality of the conflict experienced by you and your partner.

How true is each of the following statements about the way in which you and your partner experience and manage conflict? Please *circle* the number that corresponds with your answer.

	Always	Often	Sometimes	Rarely	Never
1. When small differences arise, we negotiate rather than fight.	5	4	3	2	1
2. In our fights, I express myself through:					
a. Actual violence	5	4	3	2	1
b. Threats of violence	5	4	3	2	1
c. Divorce/separation threats	5	4	3	2	1
d. Saying "You never..." or "You always..."	5	4	3	2	1
3. In our fights, my partner expresses himself/herself through:					
a. Actual violence	5	4	3	2	1
b. Threats of violence	5	4	3	2	1
c. Divorce/separation threats	5	4	3	2	1
d. Saying "You never..." or "You always..."	5	4	3	2	1
4. I am ready to "kiss and make up" soon after a conflict.	5	4	3	2	1
5. My partner is ready to "kiss and make up" soon after a conflict.	5	4	3	2	1
6. I feel that I "win" conflicts.	5	4	3	2	1
7. I feel that my partner "wins" conflicts.	5	4	3	2	1
8. I am afraid of conflict with my partner.	5	4	3	2	1
9. I feel that my partner and I fight too much.	5	4	3	2	1

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E. MOODS AND MANAGEMENT OF PERSONAL LIFE

Personal moods and effectiveness in daily life can influence and be strongly influenced by the quality of your relationship. The following questions concern the way you and your partner have been feeling lately and how well you have been managing your personal lives.

1. How depressed or cheerful have you been during the past month?

0	1	2	3	4	5	6	7	8	9	10
Very depressed										Very cheerful

2. How depressed or cheerful do you think your partner has been during the past month?

0	1	2	3	4	5	6	7	8	9	10
Very depressed										Very cheerful

3. How satisfied are you with yourself as a person? (Please *circle* your answer.)

10	9	8	7	6	5	4	3	2	1
I am an outstanding person					I am an average person				I am far below average as a person

4. How do you think your partner evaluates you as a person? Using the preceding scale, please mark an *X* through the number representing the way you think your partner sizes you up.

5. How would you rate your current health status?

10	9	8	7	6	5	4	3	2	1
Excellent			Minor problems			Major problems			Very poor

6. How well have you been managing each of the following challenges during the past month? Please *circle* the number that applies.

	Extremely well				Very poorly	Does not apply
a. Management of my share of the household duties	5	4	3	2	1	
b. Management of my parenting responsibilities, if any	5	4	3	2	1	0
c. Management of my work outside the home, if any	5	4	3	2	1	0
d. Management of my use of alcohol and/or drugs	5	4	3	2	1	
e. Management of my health	5	4	3	2	1	
f. My personal and/or professional growth	5	4	3	2	1	

7. Please reread each of the previous items. Mark an *X* through each answer that reflects the way you think your partner has managed each of the listed challenges during the past month.

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8. How could a change in your relationship help to improve your mood or your effectiveness in daily life?

F. SEXUAL INTERACTION

In this counseling approach, sexual interaction is generally understood to be an expression of the couple's social interaction. Therefore more of the following questions relate to the emotional rather than the physical aspects of your sexual interaction.

1. During the past month:

- a. Approximately how many times have you approached your partner to initiate intercourse? ____ times
- b. Approximately how many times has your partner approached you to initiate intercourse? ____ times
- c. Approximately how many times have you had intercourse with your partner? ____ times

2. How well satisfied are you with the way you and your partner approach each of the following aspects of your sexual interaction? Please *circle* the number that applies.

	Very satisfied	4	Satisfied	3	2	Very <i>dissatisfied</i>
a. My level of interest in sex	5	4	3	2	1	1
b. My partner's level of interest in sex	5	4	3	2	1	1
c. The way we decide to have sex	5	4	3	2	1	1
d. The length of our foreplay	5	4	3	2	1	1
e. The variety in our foreplay	5	4	3	2	1	1
f. The frequency of our sexual intercourse	5	4	3	2	1	1
g. The duration of our sexual intercourse	5	4	3	2	1	1
h. The variety of modes of expression during our sexual intercourse	5	4	3	2	1	1
i. The frequency of my own orgasms	5	4	3	2	1	1
j. The frequency of my partner's orgasms	5	4	3	2	1	1
k. The openness/intimacy I offer	5	4	3	2	1	1
l. The openness/intimacy my partner offers	5	4	3	2	1	1
m. Our means of choosing birth control	5	4	3	2	1	1
n. The safety of our birth control method	5	4	3	2	1	1

3. Please look back over each question. This time mark an X through each answer that you think your partner will select in answering each question for himself/herself.

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4. How do you think a change *in your own behavior* could improve your sexual experience with your partner?

G. CHILD MANAGEMENT

Children can be a great source of satisfaction to their parents, especially when parents essentially agree on how to handle them. Disagreement on child rearing, on the other hand, may cause problems in children's behavior. The following questions are meant to obtain your view of the similarities and differences between the approaches you and your partner use in rearing children.

1. How likely is it that you and your partner will agree on ways to handle the following child management issues? Please circle the number that applies.

	Always agree	Almost always agree	Often agree	Sometimes agree	Rarely agree
a. We agree on family size.	5	4	3	2	1
b. We agree on when and how to praise our children's good behavior.	5	4	3	2	1
c. We agree on how to respond to our children's requests for money and/or privileges.	5	4	3	2	1
d. We agree on how to motivate our children's schoolwork or other work.	5	4	3	2	1
e. We agree on how to offer our children a religious background.	5	4	3	2	1
f. We agree on when and how to punish our children's problem behavior.	5	4	3	2	1
g. We agree on our children's daily routines like TV time or bedtime.	5	4	3	2	1

2. How do you see you and your partner balancing in terms of closeness to and influence upon your children?

- a. I am much closer and more important to the children.
- b. I am a little closer and more important to the children.
- c. We are equally close and important to the children.
- d. My partner is a little closer and more important to the children.
- e. My partner is much closer and more important to the children.

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3. How often do you feel your children become involved in the conflicts experienced by you and your partner? Please *circle* the number that applies.

	Often	Sometimes	Rarely	Never
a. Our fights often start because of them.	1	2	3	4
b. They become involved in our fights.	1	2	3	4
c. I try to get them to take my side.	1	2	3	4
d. My partner tries to get them to take his/her side.	1	2	3	4

4. Please list the three goals you have set for your children that you consider to be most important.

- a. _____
- b. _____
- c. _____

H WILLINGNESS TO CHANGE

The items in this subscale measure the extent to which you feel willing to make adjustments in order to preserve this relationship. You will find *five* pairs of statements here. Please read each pair and then *circle* the alternative that comes closest to expressing the way you feel *at this time*, recognizing that no statement will precisely describe your current attitudes.

1. a. I will make any change or adjustment necessary to keep our relationship intact.
 b. I am willing to change some things but not many major ones in an effort to keep our relationship intact.
2. a. If our relationship fails, I know that I will soon find another partner who offers as much as my current partner.
 b. If our relationship fails, I might never find another partner who offers as much as my current partner.
3. a. I feel wonderful when my partner is happy.
 b. I prefer to see my partner happy but his/her joy does not affect me very much.
4. a. I would rather be with my partner during my free time than with any other person.
 b. I enjoy spending some of my free time with my partner but also like to have time with other people as well.
5. a. Much of my time is spent in trying to anticipate my partner's wishes so I can help him/her to feel happy.
 b. I do nice things for my partner but do not think about it very much of the time.

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I. MARITAL HISTORY

Very often, thoughts about past marriages color the way partners view their current relationships. *If you have been married or had a marriage-like relationship before*, please answer the following questions. *If not*, please go to Section J.

1. At what age were you married? ____ At what age were you divorced or widowed (circle one)? ____

2. Please list three major strengths of this relationship.

- a. _____
- b. _____
- c. _____

3. If divorced, what do you understand to have been the cause of the end of this relationship?

4. Is your current relationship better or worse than the previous one?

5	4	3	2	1
Much	Better	Same	Worse	Much
better				worse

J. GOALS OF COUNSELING

1. Which *one* of the following statements comes closest to expressing what you hope to gain from this counseling experience?

- ___ a. I hope to improve an already satisfying relationship.
- ___ b. I hope to improve a relationship that now offers little satisfaction.
- ___ c. I hope to decide whether to continue in this relationship.
- ___ d. I hope to resolve my conflicting feelings so I can end this relationship.

2. Whether or not your goals include preserving this relationship, what changes would make (or would have made) the relationship more satisfying for you?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

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K. PERSONAL AND RELATIONSHIP CHANGE GOALS

Having goals for change helps to give purpose to our behavior, so it is important to keep them in mind at all times.

1. a. What goals do you have for self-improvement?

- (1) _____
- (2) _____
- (3) _____
- (4) _____

b. How could a change in your partner's behavior help you achieve any or all of these goals?

2. a. What goals do you have for your relationship?

- (1) _____
- (2) _____
- (3) _____
- (4) _____

b. How could a change in your behavior help you and your partner achieve any or all of these goals?

L. OTHER CHANGES

Please list any other positive changes that you would like to see in any aspect of your marriage, family, or personal experience not covered by other questions in this inventory. Use the back of this sheet if needed.

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M. GENERAL COMMITMENT TO THE RELATIONSHIP

These questions address the level of your general commitment to your relationship. Commitment varies over time—at some times it is very strong, at other times weaker—and its level may affect your partner's willingness to try to improve the relationship. The following questions are concerned with your commitment level and some of its components.

1. What percentage of the time do you feel supported by your partner?	95%+	75%	50%	25%	5%—
2. What percentage of the time do you feel your partner brings out the best in you?	95%+	75%	50%	25%	5%—
3. What percentage of the time do you feel proud to tell others about your partner?	95%+	75%	50%	25%	5%—
4. What percentage of the time do you think your partner feels supported by you?	95%+	75%	50%	25%	5%—
5. What percentage of the time do you feel that you bring out the best in your partner?	95%+	75%	50%	25%	5%—
6. What percentage of the time do you think your partner is proud to tell others about his/her relationship with you?	95%+	75%	50%	25%	5%—
7. What percentage of the time that you spend with your partner is happy for you?	95%+	75%	50%	25%	5%—
8. What percentage of the time that you spend together do you think is happy for your partner?	95%+	75%	50%	25%	5%—
9. How committed are you to remaining in this relationship?	95%+	75%	50%	25%	5%—
10. How committed do you think your partner is to remaining in this relationship?	95%+	75%	50%	25%	5%—

Thank you for thoughtfully completing this inventory. Please check each page of the form to make certain that every question has been answered. If it is now at least a week before your first appointment, please mail it back to your counselor. If it is less than a week until your first appointment, please bring the inventory with you.

APPENDIX III
Social Desirability Scale

Couples Communication Program - 112

SOCIAL DESIRABILITY SCALE - CROWNE/MARLOWE

- T F 1. Before voting I thoroughly investigate the qualifications of all the candidates.
- T F 2. I never hesitate to go out of my way to help someone in trouble.
- T F 3. It is sometimes hard for me to go on with my work if not encouraged.
- T F 4. I have never intensely disliked anyone.
- T F 5. On occasion: I have had doubts about my ability to succeed in life.
- T F 6. I sometimes feel resentful when I don't get my way.
- T F 7. I am always careful about my manner of dress.
- T F 8. My table manners are as good at home as when I eat out in a restaurant.
- T F 9. If I could get into a movie without paying for it and be sure I was not seen, I would probably do it.
- T F 10. On a few occasions I have given up doing something because I thought too little of my ability.
- T F 11. I like to gossip at times.
- T F 12. There have been times when I have felt like rebelling against people in authority even though I knew they were right.
- T F 13. No matter who I am talking to, I'm always a good listener.
- T F 14. I can remember "playing sick" to get out of doing something.
- T F 15. There have been occasions when I took advantage of someone.
- T F 16. I'm always willing to admit it when I make a mistake.
- T F 17. I always try to practice what I preach.
- T F 18. I don't find it particularly difficult to get along with obnoxious people.
- T F 19. I sometimes try to get even, rather than forgive and forget.
- T F 20. When I don't know something, I don't at all mind admitting it.
- T F 21. I am always courteous, even to people who are disagreeable.
- T F 22. At times I have really insisted on having things my own way.
- T F 23. There have been occasions when I have felt like smashing things.
- T F 24. I would never think of letting someone else be punished for my wrongdoing.
- T F 25. I never resent being asked to return a favor.
- T F 26. I have never been irked when people expressed ideas very different from my own.
- T F 27. I never make a long trip without checking the safety of my car.
- T F 28. There have been times when I was quite jealous of the good fortune of others.
- T F 29. I have almost never felt the urge to tell someone else off.
- T F 30. I am sometimes irritated by people who ask favors of me.
- T F 31. I have never felt that I was punished without cause.
- T F 32. I sometimes think when people have a misfortune they only got what they deserved.
- T F 33. I have never deliberately said something that hurt someone's feelings.

APPENDIX IV
Spiritual Wellbeing Scale

Couples Communication Program - 114

SPIRITUAL WELLBEING SCALE

For each of the following statements circle the choice that best indicates the extent of your agreement or disagreement as it describes your personal experience:

SA = Strongly Agree D = Disagree
MA = Moderately Agree MD = Moderately Disagree
A = Agree SD = Strongly Disagree

1. I don't find much satisfaction in private prayer with God. SA MA A D MD SD
 2. I don't know who I am, my origin, or where I'm going. SA MA A D MD SD
 3. I believe that God loves me and cares about me. SA MA A D MD SD
 4. I feel that life is a positive experience. SA MA A D MD SD
 5. I believe that God is impersonal and not interested in my daily situation. SA MA A D MD SD
 6. I feel unsettled about my future. SA MA A D MD SD
 7. I have a personally meaningful relationship with God. SA MA A D MD SD
 8. I feel very fulfilled and satisfied with my life. SA MA A D MD SD
 9. I don't get much personal strength and support from God SA MA A D MD SD
 10. I feel a sense of well-being about the direction my life is headed in. SA MA A D MD SD
 11. I believe that God is concerned about my problems. SA MA A D MD SD
 12. I don't enjoy much about life. SA MA A D MD SD
 13. I don't have a personally satisfying relationship with God SA MA A D MD SD
 14. I feel good about my future. SA MA A D MD SD
 15. My relationship with God helps me not to feel lonely. SA MA A D MD SD
 16. I feel that life is full of conflict and unhappiness. SA MA A D MD SD
 17. I feel most fulfilled when I am in close communion with God SA MA A D MD SD
 18. Life doesn't have much meaning. SA MA A D MD SD
 19. My relation to God contributes to my sense of wellbeing. SA MA A D MD SD
 20. I believe there is some real purpose for my life. SA MA A D MD SD
-

APPENDIX V
Background Sheet

Couples Communication Program - 116

BACKGROUND INFORMATION

Age: ___ Sex: ___ Male ___ Female

Education: (number of years of formal education) ___

Race: ___ American Indian
___ Arab
___ Black
___ Caucasian
___ Hispanic
___ Oriental
___ Other: (specify) _____

Income: ___ less than \$5,000 per year
___ \$5,000 to \$9,999 per year
___ \$10,000 to \$14,999 per year
___ \$15,000 to \$19,999 per year
___ \$20,000 to \$29,999 per year
___ \$30,000 to \$49,999 per year
___ \$50,000 or more per year

Marital Status: ___ 1st marriage
___ 2nd marriage
___ 3rd marriage
___ 4th marriage

Church Affiliation: ___ Catholic
___ Jewish
___ Protestant - specify denomination
___ Other - specify
___ None

Frequency of Church Attendance ___ Less than one time per year
___ Once or twice per year
___ Between three and twelve times per year
___ Between once per month and once per week
___ Weekly
___ More than once per week

Do you profess to be a Christian? ___ Yes ___ No
If yes, which of the following best describes your views:
___ I respect and attempt to follow the ethical teaching of Christ
___ I have received Jesus Christ into my life as Lord and Savior

Circle the number which indicates how important religion is to you:

Not at all; 1 2 3 4 5 6 7 Extremely important; my
have no religion religious faith is the center
of my entire life

Length of courtship in months ___ Date of marriage _____

APPENDIX VI
FSS Leader's Verbal Script

Filmstrip Leader's Verbal Script

You will be watching a three-part filmstrip series entitled "Listening Skills." Part One is called "What is Listening?" This segment stresses the need to recognize different listening situations and adjust the process accordingly. Part Two, "Techniques for Listening" offers suggestions for becoming a better listener by defining specific skills. The last segment is called "Special Listening Situations" and it addresses several especially demanding situations.

After each part has been shown, you will be given a set of discussion questions to discuss in your groups. You will have 60 minutes to discuss these items. It is expected that each individual in the group will feel free to participate and express his or her opinions openly and honestly.

Note: The verbal script was read at the introduction of the first FSS session. For each subsequent session the leader acted essentially as a proctor; he showed the filmstrips and passed out the discussion questions.

APPENDIX VII

FSS and CCP Schedules and Format

Filmstrip Participants' Schedule

Session # 1 -

- | | |
|-----------------------------------|------------|
| 1. Filmstrip "What is Listening?" | 30 minutes |
| 2. Break | 15 minutes |
| 3. Self evaluation by subjects | 15 minutes |
| 4. Discussion of self evaluation | 60 minutes |

Session # 2 -

- | | |
|---|------------|
| 1. Filmstrip "Techniques for Listening" | 30 minutes |
| 2. Break | 15 minutes |
| 3. Questions on filmstrip | 60 minutes |
| 4. Break | 15 minutes |
| 5. Discuss inattentive audience | 30 minutes |

Session # 3 -

- | | |
|---|------------|
| 1. Filmstrip "Special Listening Situations" | 30 minutes |
| 2. Break | 15 minutes |
| 3. Discussion questions | 60 minutes |

Session # 4 -

- | | |
|--|------------|
| 1. Group evaluation of film series | 30 minutes |
| 2. Break | 15 minutes |
| 3. Final discussion of personal evaluation | 30 minutes |

Part One: Self Evaluation on Listening

- | | | |
|--|-----|----|
| 1. Are you generally interested in other people and what they have to say? | YES | NO |
| 2. Even when you're listening to someone who initially bores you, can you find ways to get interested in the talk? | YES | NO |
| 3. If a subject sounds difficult, are you willing to try to listen anyway rather than dismissing it? | YES | NO |
| 4. Can you understand and appreciate views that are very different from your own? | YES | NO |
| 5. If someone criticizes you, can you listen quietly and let him finish before you reply? | YES | NO |
| 6. Can you listen to and understand people who you personally dislike? | YES | NO |
| 7. Do you show others you are listening through your body language? | YES | NO |
| 8. Do you give verbal feedback to the speaker? | YES | NO |
| 9. Are you usually able to remember what was said? | YES | NO |
| 10. Do you pick up on clues such as body language which the speaker may not be aware of? | YES | NO |
| 11. Do you make a sincere attempt to understand what the speaker has to say before you respond? | YES | NO |

Total Yes's
Total No's

Discussion Questions: Part Two

1. Why is listening considered a skill?
 2. What is listening readiness?
 3. How does the concept of "enlightened self-interest" apply to listening?
 4. What are the main techniques of listening?
 5. What is listening "spare time" and how is it used effectively?
 6. What is nondirective listening?
 7. What is the difference between subjective and objective listening?
-

After you have discussed the above questions, please discuss the following question:

Have you ever performed for or given a speech to an inattentive audience? Describe your experience. How did that audience affect you as a speaker?

Discussion Questions: Part Three

1. Why are group meetings and discussions considered difficult listening situations?
2. Is empathy the same as sympathy? Why is it considered a listening skill?
3. What is a "frame of reference"?
4. Can concentration really be taught as a skill?
5. What is the difference between a thesis and a generalization?
6. How is "critical listening" achieved?
7. The program differentiates between various listening situations. In what situations do you feel you should listen the most carefully? The least? In what situations do you feel that you can simply tune out what is being said?

CCP Synopsis

The Couple Communication Program training consists of five to eight couples who meet with an instructor for 12 hours. Usually sessions are held over a four-week period, each session running for three hours. Each session includes mini-lectures, exercises, and skill practice with feedback. Between sessions, participants read and experiment with communication skills. Sessions build upon each other and on the activities between sessions.

The Text Talking Together is provided for participants to increase their learning outside the group. Talking Together presents descriptions and examples of the communication frameworks and skills taught in CCP. The book also contains numerous exercises to help partners practice skills between sessions, thereby transferring learning to their relationship outside the group.

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CCP Participant's Schedule

Session # 1 -

1. Introductions 20 minutes
2. Introduce term "issue" 10 minutes
3. Discuss feelings/intentions 15 minutes
4. Demonstrate self-disclosure 10 minutes
5. Present "Awareness Wheel" 15 minutes
6. Practice self-disclosure 10 minutes
7. Refreshment break 15 minutes
8. Discuss current issue 60 minutes
9. Partners practice skills 10 minutes
10. Questions about session 15 minutes

Session # 2 -

1. Review participants' names 10 minutes
2. Review "Awareness Wheel" 10 minutes
3. "Tuning into your partner" 20 minutes
4. Shared meaning process 10 minutes
5. Shared meaning practice 10 minutes
6. Questions and comments 10 minutes
7. Refreshment break 20 minutes
8. Shared meaning/partner 10 minutes
9. Procedure setting time 20 minutes
10. Discuss current issue 60 minutes

Session # 3 -

1. Agenda format 15 minutes
2. Communication framework 15 minutes
3. Communication simulation 60 minutes
4. Refreshment break 15 minutes
5. Discuss current issue 60 minutes
6. Review and questions 15 minutes

Session # 4 -

1. Review Communication 30 minutes
2. Self/other esteem 10 minutes
3. Partner's assignments 30 minutes
4. Refreshment break 15 minutes
5. Discuss current issue 60 minutes
6. Share positive points 10 minutes
7. Group discussion/goodbye 25 minutes

APPENDIX VIII

Background Statistics for Group

Couples Communication Program - 127

BACKGROUND INFORMATION

	<u>CCP</u>	<u>FSS</u>	<u>CONTROL</u>
1. Age:			
Range:	20-49	21-27	20-35
Mean:	30.38	23.63	24.88
Standard deviation:	7.29	2.06	2.25
2. Education:			
Range:	10-16	12-17	12-20
Mean:	14.38	14.56	15.94
Standard deviation:	2.06	1.41	2.35
3. Income:			
Range:	5-50,000	5-29,000	10-29,000
Mean:	3.81	2.19	3.94
Standard deviation:	2.10	1.38	.85
4. Marital status:			
Range:	1-3	1-2	1-2
Mean:	1.44	1.12	1.00
Standard deviation:	.72	.50	0.00
5. Church Affiliation:			
Assembly of God:	6	1	0
Christian Church:	7	0	3
Church of Christ:	2	5	1
Neighborhood Church:	0	6	3
Baptist:	1	4	9
6. Frequency of Attendance:			
Range:	3-6	3-6	3-6
Mean:	4.75	5.38	4.75
Standard deviation:	.58	1.02	1.18
7. Ethical or Born Again:			
Range:	1-2	1-2	1-2
Mean:	2	1.81	1.81
Standard deviation:	0	.40	.40
8. Importance of Religion:			
Range:	5-7	5-7	4-7
Mean:	6.50	6.63	6.38
Standard deviation:	.82	.62	1.26
9. Courtship:			
Range:	5-24	3-36	6-34
Mean:	14.63	18.38	23.75
Standard deviation:	6.71	9.74	17.04

Note: See Background Form (Appendix V) for coding on these figures. On Frequency of Attendance, less than one time per year was coded as a 1, the next category as a 2, and so on. Ethical was coded a 1, Born Again coded a 2. Church affiliation simply lists the churches which were represented in the study.

APPENDIX IX

Correlation Matrix for Pre-Test

CCP Demographic Correlation Matrix

	GCR	CA	SD	RWB	EWB	SWB	SEX	ROR	FAM	CNV	GDS	AFC	PSC	TTO	FIN	Age	Sex	Edu	Inc	Sta	Ch	Att	Pro	Imp	Cour
GCR	---																								
CA	.53	---																							
SD	.12	.09	---																						
RWB	.25	-.25	-.44	---																					
EWB	.45	.17	-.38	.09	---																				
SWB	.47	-.07	-.55	.78	.69	---																			
SEX	-.33	-.45	-.06	-.04	-.39	-.27	---																		
ROR	.27	-.07	-.10	-.19	.55	.21	-.13	---																	
FAM	.11	-.40	-.11	.27	.40	.44	.07	.24	---																
CNV	.26	.12	.12	.08	.27	.23	-.73	.18	.01	---															
GDS	-.38	-.41	-.02	.21	-.58	-.22	.80	-.38	-.14	-.77	---														
AFC	-.23	-.34	-.19	.36	-.42	.04	.73	-.28	-.02	-.79	.94	---													
PSC	-.24	-.32	-.05	.28	-.42	-.06	.66	-.20	-.10	-.78	.92	.92	---												
TTO	-.25	-.35	.10	.25	-.39	-.06	.65	-.53	.25	-.68	.69	.71	.59	---											
FIN	-.07	-.34	.05	.13	-.31	-.10	.84	-.14	-.12	-.62	.71	.66	.63	.61	---										
Age	-.04	-.10	.44	-.21	-.03	-.17	.31	-.17	-.49	.36	.29	.36	.48	.16	.22	---									
Sex	-.39	.00	.01	-.09	.69	-.49	.09	-.31	-.37	.01	.07	-.03	-.06	-.01	-.03	-.35	---								
Edu	-.22	-.20	-.52	-.06	.17	.06	.47	.03	.09	-.34	.26	.31	.17	.10	.38	-.22	-.19	---							
Inc	.15	-.16	.07	-.20	.46	.14	.07	.18	.28	-.11	-.02	-.05	.01	-.07	.01	.56	-.58	.31	---						
Sta	-.05	-.23	.17	-.35	.28	-.08	.22	.12	.58	-.19	-.08	-.16	-.13	.11	-.07	.65	-.27	.15	.75	---					
Ch A	.43	.39	.38	-.01	-.06	-.04	.07	-.31	.08	-.18	-.05	-.08	.02	.28	.21	.20	.00	-.15	.02	.16	---				
Att	.19	.41	-.27	.24	.32	.38	-.46	-.35	.04	.27	-.40	-.36	-.41	-.09	-.51	-.05	.00	-.31	.15	-.04	.24	---			
Pro	.72	.68	-.06	.22	.45	.44	-.54	.20	.07	.28	-.55	-.37	-.33	-.31	-.11	-.16	-.39	.12	-.16	.33	.36	.14	---		
Imp	.62	.63	-.02	.39	.28	.46	-.65	-.10	-.01	.39	-.50	-.36	-.33	-.22	-.42	-.13	.00	-.55	.25	-.28	.34	.57	.91	---	
Cour	.16	-.03	.39	-.10	-.51	-.39	.17	-.05	-.63	-.20	.51	.41	.57	.08	.34	.09	.04	-.24	.24	-.52	-.18	-.47	-.24	-.19	---
Group	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00

Note: SEX = Sexual Dissatisfaction
 ROR = Role Orientation
 FAM = Family History of Distress
 TTO = Time Together
 FIN = Disagreement about Finances

The two subscales DSC (Dissatisfaction with Children) and CCR Conflict Over Childrearing were not administered to the subjects because they were childless. This applies to the following two correlation matrices also.

FSS Demographic Correlation Matrix

	GCR	CA	SD	RWB	EWB	SWB	SEX	ROR	FAM	CNV	GDS	AFC	PSC	TTO	FIN	Age	Sex	Edu	Inc	Sta	Ch	Att	Pro	Imp	Cour
GCR	---																								
CA	.43	---																							
SD	.07	.06	---																						
RWB	.42	.09	.12	---																					
EWB	.69	.34	.14	.61	---																				
SWB	.64	.25	.30	.87	.92	---																			
SEX	-.37	.18	-.15	-.64	-.38	-.56	---																		
ROR	.03	-.33	-.07	-.34	-.24	-.32	-.13	---																	
FAM	-.18	-.15	.40	.24	.28	.29	-.05	-.10	---																
CNV	.52	.52	.02	.29	.52	.46	-.23	.17	.04	---															
GDS	-.56	.08	.38	-.18	-.47	-.38	.53	-.30	.25	-.42	---														
AFC	-.47	.12	.10	-.28	-.33	-.34	.44	-.37	.42	-.17	.57	---													
PSC	-.32	-.37	.01	-.33	-.41	-.42	.19	.15	.46	-.30	.18	.41	---												
TTO	-.37	-.69	.14	.12	-.12	-.01	.05	-.06	.19	-.43	.14	.16	.04	---											
FIN	-.30	-.05	.38	.07	.01	.03	.48	-.34	.72	-.14	.54	.59	.44	.40	---										
Age	-.11	.13	-.13	-.14	.09	-.02	.39	-.38	-.25	-.22	.02	-.06	-.05	-.03	.03	---									
Sex	.09	.17	.13	.19	-.13	.01	-.09	-.11	-.21	.17	.23	.00	-.26	.02	-.08	-.44	---								
Edu	-.09	.37	-.09	-.26	-.02	-.14	.29	.13	-.28	-.02	.14	-.24	-.37	-.41	-.25	.44	-.41	---							
Inc	-.04	-.21	.11	-.16	-.27	-.25	-.28	.25	-.21	-.48	.09	-.11	-.01	.09	-.35	-.23	.33	-.09	---						
Sta	.27	.35	-.35	.03	.21	.15	-.17	.22	-.16	.60	-.20	-.25	-.28	-.24	-.21	.26	.08	.04	---						
Ch A	.42	.38	-.06	.07	.08	-.05	.02	.21	.45	.46	-.07	-.25	.08	.18	.04	-.11	.08	-.01	.36	.00	---				
Att	-.06	.52	.07	.11	.28	.23	.19	-.51	.12	.34	.28	.44	-.45	-.07	.16	.10	.00	.17	.43	.16	.11	---			
Pro	-.15	-.12	.03	-.03	-.25	-.17	-.41	.27	.01	-.23	.13	-.19	.25	-.40	-.39	-.09	-.16	.31	.43	.12	.23	-.30	---		
Imp	.37	.07	.19	.68	.37	.57	-.46	-.32	-.20	.15	-.08	-.31	-.65	.19	-.12	.21	.03	.07	.16	.07	.24	-.03	---		
Court	.15	-.13	-.42	-.24	-.12	-.19	.24	-.32	-.24	-.19	-.14	.21	.20	.05	-.10	.48	.00	-.27	.13	-.34	.01	.02	-.29	-.34	---
Group	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	---

Control Demographic Correlation Matrix

	GCR	CA	SD	RWB	EWB	SWB	SEX	ROR	FAM	CNV	GDS	AFC	PSC	TTO	FIN	Age	Sex	Edu	Inc	Sta	Ch	Att	Pro	Imp	Cour
GCR	---																								
CA	.65	---																							
SD	.16	.44	---																						
RWB	.44	.34	.25	---																					
EWB	.46	.11	.16	.30	---																				
SWB	.54	.32	.26	.92	.65	---																			
SEX	.09	.06	-.34	.26	-.09	.17	---																		
ROR	-.01	-.04	-.28	-.57	.08	-.42	.09	---																	
FAM	.12	.20	-.05	-.02	.36	.13	.15	.31	---																
CNV	.25	.40	.42	-.05	.33	.09	-.49	-.03	.28	---															
GDS	.16	-.14	-.63	.25	.16	.27	.41	-.06	.29	-.14	---														
AFC	-.29	-.63	-.72	.01	-.04	-.01	.43	-.09	-.11	-.64	.51	---													
PSC	-.26	-.31	-.37	-.11	-.16	-.16	.37	.33	.23	-.61	.28	.41	---												
TTO	.24	.31	.20	.33	.04	.28	.08	-.17	.41	-.01	.27	-.08	.49	---											
FIN	.25	.04	.38	.16	.43	.30	-.12	-.17	.32	.23	.13	-.18	.19	.67	---										
Age	.27	.33	-.19	.07	-.32	-.07	-.32	.68	.05	-.34	.09	.08	.15	.12	-.20	---									
Sex	-.02	.07	.05	.25	-.20	.11	-.28	-.04	.06	.16	.00	-.15	-.12	.14	-.22	.23	---								
Edu	.15	-.06	-.19	-.22	-.18	-.25	-.10	-.08	-.36	-.25	-.27	.11	.16	-.08	-.09	.33	-.41	---							
Inc	-.26	-.12	-.23	.09	-.12	.03	.66	-.04	.15	-.07	.31	.42	.21	.13	-.07	.38	-.07	-.27	---						
Sta	-.05	-.23	.17	-.32	.27	.35	.03	.21	.22	.15	.03	.21	.12	-.01	.26	.08	-.10	-.13	.18	---					
Ch A	.52	.55	.57	.46	.67	.64	-.11	-.19	-.01	.41	-.07	-.36	-.29	.08	.26	-.25	-.25	-.04	.15	.00	---				
Att	.21	.08	-.02	.27	.02	.23	.13	-.69	-.31	.09	.12	.17	-.55	-.28	-.15	.21	-.11	.16	.05	.00	.19	---			
Pro	.08	.31	-.10	.49	-.21	.31	.47	-.39	-.19	.03	.28	.21	-.33	-.10	-.44	.27	.16	-.29	.54	.12	.14	.45	---		
Imp	.13	.25	-.04	.54	-.11	.39	.49	-.51	-.15	.04	.30	.19	-.42	-.18	-.34	.25	.10	-.33	.46	.17	.11	.65	.94	---	
Court	.22	-.11	-.38	.08	.16	.13	-.09	.04	-.46	.09	.04	.26	-.26	-.49	-.37	-.22	.00	.33	.05	.10	.24	.21	.26	.20	---
Group	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00

APPENDIX X

F Test Results

Couples Communication Program - 133

F Test Results

	Posttest	Follow-up
General Commitment to the Relationship	NS	NS
Communication Assessment	CCP>FSS p<.05	NS
Social Desirability	NS	NS
Spiritual Wellbeing	NS	NS
Existential Wellbeing	CCP<FSS p<.05	NS
Religious Wellbeing	NS	NS
Global Dissatisfaction	NS	NS
Affective Communication	NS	NS
Problem Solving Communication	CCP>FSS>C p<.05	NS
Conventionalization	CCP<FSS<C p<.05	NS

Note: NS signifies no statistically significant difference.

APPENDIX XI

Means and Standard Deviations

Couples Communication Program - 135

GROUP MEANS, ADJUSTED MEANS & STANDARD DEVIATIONS

	GCR-PRE	CA-PRE	SD-PRE	GDS-PRE	AFC-PRE	PSC-PRE	CNV-PRE	RWB-PRE	EWB-PRE	SWB-PRE
CCP M	43.25	46.50	13.06	12.69	9.44	16.19	6.81	56.13	53.25	109.38
CCP S	4.18	6.26	4.74	11.71	6.29	9.08	5.42	5.27	4.55	7.26
FSS M	47.38	47.69	13.88	6.06	5.94	11.13	8.56	57.44	55.81	113.25
FSS S	10.88	4.662	5.73	3.77	2.19	5.06	5.34	4.64	14.51	9.26
Control M	44.65	51.63	16.69	1.50	2.56	3.63	11.94	52.00	53.06	105.06
Control S	2.50	3.53	6.94	.87	2.06	2.03	4.26	10.09	5.20	12.65

	GCRPOST	CAPOST	SDPOST	GDSPOST	AFCPOST	PSCPOST	CNVPOST	RWBPOST	EWBPOST	SWBPOST
CCP M	44.88	52.31	13.38	10.25	7.63	11.69	5.25	54.44	50.0	104.438
CCP S	3.77	5.54	4.87	9.52	4.73	7.57	4.24	8.82	8.65	16.95
FSS M	47.44	49.88	13.31	5.50	5.50	10.06	8.81	57.38	57.06	114.44
FSS S	2.76	4.99	5.92	3.71	2.35	4.28	5.16	4.54	3.68	7.37
Control M	47.56	51.88	16.75	1.38	2.50	3.50	12.06	51.88	53.50	105.38
Control S	2.57	3.95	5.95	.78	2.09	2.0	4.28	10.15	5.30	12.67

	GCR-FOL	CA-FOL	SD-FOL	GDS-FOL	AFC-FOL	PSC-FOL	CNV-FOL	RWB-FOL	EWB-FOL	SWB-FOL
CCP M	43.44	48.13	13.25	11.88	8.56	14.13	5.69	56.00	52.94	108.94
CCP S	4.17	7.89	5.04	11.56	6.18	9.51	4.88	14.45	4.26	7.06
FSS M	47.38	47.94	13.75	5.88	5.56	10.81	8.56	57.44	55.81	113.25
FSS S	2.78	4.49	5.80	3.69	1.87	4.94	5.34	4.64	5.58	9.26
Control M	47.44	51.63	16.69	1.50	2.56	3.63	11.94	52.00	53.06	105.06
Control S	2.49	3.53	6.23	.86	2.06	2.03	4.26	10.09	5.20	12.65

Adjusted Post Means for Scheffe test

	CA-POST	PSC-POST	CNV-POST	EWB-POST
CCP adj. M	53.34	11.70	5.24	49.97
FSS adj. M	49.90	10.08	8.82	57.05
Control adj. M	51.91	3.52	12.07	53.51

Possible range for Ten Dependent Measures

1. GCR : 0-50
2. CA : 0-65
3. SD : 0-33
4. GDS: 0-45
5. CNV: 0-21
6. AFC : 0-26
7. PSC: 0-38
8. RWB: 0-60
9. EWB: 0-60
10. SWB: 0-120

Note: On General Commitment to the Relationship, Communication Assessment, Spiritual Wellbeing, Religious Wellbeing, and Existential Wellbeing high scores are considered good. On Social Desirability, Global Dissatisfaction, Conventionalization, Affective Communication, and Problem Solving Communication low scores are considered good.

APPENDIX XII

Correlations for Pre, Post, and Follow-up

Correlation Matrix

	GCR-PR	GCR-PO	GCR-FO	CA-PR	CA-PO	CA-FO	SD-PR	SD-PO	SD-FO	RWB-PR	RWB-PO	RWB-FO	EWB-PR	EWB-PO	EWB-FO
GCR-PR	1.00														
GCR-PO	.90	1.00													
GCR-FO	.98	.89	1.00												
CA-PR	.55	.44	.53	1.00											
CA-PO	.24	.24	.21	.78	1.00										
CA-FO	.47	.36	.47	.94	.83	1.00									
SD-PR	.18	.11	.17	.26	.16	.27	1.00								
SD-PO	.14	.06	.13	.21	.13	.23	.91	1.00							
SD-FO	.15	.07	.16	.23	.12	.26	.97	.90	1.00						
RWB-PR	.20	.31	.22	-.07	.07	-.04	.03	.07	.03	1.00					
RWB-PO	.21	.28	.23	-.01	.05	.02	-.04	.08	-.02	.88	1.00				
RWB-FO	.18	.28	.20	-.05	.06	-.03	.02	.07	.04	.99	.89	1.00			
EWB-PR	.47	.48	.45	.16	.02	.04	-.01	-.01	-.07	.33	.26	.31	1.00		
EWB-PO	.39	.37	.39	.09	-.04	.01	-.14	.01	-.14	.34	.58	.35	.61	1.00	
EWB-FO	.44	.42	.44	.15	-.04	.03	-.03	.07	-.02	.33	.29	.34	.93	.64	1.00
SWB-PR	.38	.46	.38	.03	.06	-.01	.01	.04	-.01	.87	.76	.86	.74	.55	.71
SWB-PO	.33	.36	.33	.04	.91	.02	-.09	.05	-.08	.72	.91	.73	.47	.86	.51
SWB-FO	.35	.42	.36	.03	.02	-.01	-.04	.05	.01	.87	.78	.88	.69	.57	.74
GDS-PR	-.51	-.34	-.50	-.41	-.06	-.27	-.11	-.08	-.08	.17	.12	.16	-.31	-.25	-.27
GDS-PO	-.51	-.37	-.49	-.41	-.10	-.29	-.10	-.09	-.09	.17	.10	.15	-.30	-.27	-.28
GDS-FO	-.52	-.37	-.50	-.41	-.07	-.30	-.09	-.08	-.08	.17	.10	.18	-.30	-.24	-.29
AFC-PR	-.45	-.31	-.43	-.42	-.11	-.30	-.31	-.27	-.27	.21	.17	.24	-.21	-.17	-.18
AFC-PO	-.35	-.26	-.32	-.39	-.16	-.27	-.32	-.32	-.32	.24	.20	.23	-.21	-.11	-.13
AFC-FO	-.43	-.27	-.42	-.43	-.14	-.32	-.31	-.30	-.29	.21	.18	.22	-.21	-.15	-.21
PSC-PR	-.44	-.30	-.42	-.48	-.19	-.34	-.22	-.19	-.19	.18	.14	.17	-.21	-.21	-.20
PSC-PO	-.39	-.25	-.36	-.47	-.22	-.33	-.22	-.23	-.23	.17	.13	.17	-.23	-.20	-.21
PSC-FO	-.42	-.26	-.39	-.48	-.22	-.36	-.17	-.17	-.13	.18	.13	.19	-.26	-.20	-.24
CNV-PR	.41	.38	.36	.42	.29	.34	.27	.25	.21	-.06	-.05	-.18	.30	.24	.27
CNV-PO	.42	.35	.35	.51	.28	.35	.28	.31	.23	-.12	-.04	-.15	.28	.31	.28
CNV-FO	.41	.35	.37	.49	.28	.36	.31	.28	.32	-.11	-.04	-.14	.27	.30	.17

Correlation Matrix

SWB-PR SWB-PO SWB-FO GDS-PR GDS-PO GDS-FO PSC-PR PSC-PO PSC-FO AFC-PR AFC-PO AFC-FO CNV-PR CNV-PO CNV-FO

GCR-PR																	
GCR-FO																	
GCR-FO																	
CA-PR																	
CA-FO																	
CA-FO																	
SD-PR																	
SD-PO																	
SD-FO																	
RWB-PR																	
RWB-FO																	
RWB-FO																	
EWB-PR																	
EWB-FO																	
EWB-FO																	
SWB-PR	1.00																
SWB-PO	.75	1.00															
SWB-FO	.96	.77	1.00														
GDS-PR	-.03	-.05	-.01	1.00													
GDS-PO	-.03	-.07	-.01	.98	1.00												
GDS-FO	-.03	-.04	-.02	.99	.91	1.00											
PSC-PR	.02	-.02	.03	.85	.86	.86	1.00										
PSC-FO	.01	-.02	.03	.80	.81	.81	.85	1.00									
PSC-FO	.01	-.03	.01	.82	.83	.84	.86	.89	1.00								
AFC-PR	.04	.02	.06	.91	.89	.88	.86	.82	.83	1.00							
AFC-PO	.10	.06	.11	.79	.81	.79	.77	.83	.82	.91	1.00						
AFC-FO	.03	.03	.05	.80	.81	.91	.75	.83	.83	.94	.88	1.00					
CNV-PR	.11	.08	.08	-.61	-.62	-.59	-.65	-.66	-.62	-.64	-.68	-.63	1.00				
CNV-PO	.05	.13	.05	-.59	-.60	-.56	-.63	-.67	-.60	-.61	-.66	-.61	.91	1.00			
CNV-FO	.06	.11	-.01	-.60	-.60	-.55	-.63	-.66	-.59	-.62	-.66	-.58	.83	.89	1.00		

APPENDIX XIII
Group Raw Scores

Couples Communication Program - 140

OCP

Pre-Test Scores

Subjects	GCR	CA	SD	BWB	DWB	SWB	SEX	ROR	FAM	CONV	GDS	ARC	PSC	TTO	FIN
#1	46	47	14	59	58	117	10	10	6	5	13	9	17	12	12
#2	49	52	15	60	48	108	15	10	6	2	21	16	17	16	12
#3	44	47	19	54	54	108	5	14	5	6	15	10	18	10	3
#4	39	54	16	53	45	98	9	7	2	1	23	12	26	11	6
#5	48	47	18	59	57	116	2	18	11	7	6	8	19	8	1
#6	43	52	5	59	53	112	9	15	4	1	21	17	26	6	3
#7	45	40	9	57	58	115	16	21	14	2	16	12	20	8	9
#8	36	44	16	43	51	94	10	12	7	7	6	2	3	7	1
#9	46	56	15	44	58	102	8	23	1	4	4	6	13	3	8
#10	47	49	23	54	48	102	1	16	3	19	2	1	7	0	3
#11	47	51	8	60	60	120	3	16	5	15	1	2	6	1	2
#12	45	43	9	59	54	113	3	17	5	12	0	3	8	4	3
#13	41	39	11	60	49	109	14	11	3	2	39	23	34	11	11
#14	34	30	14	58	47	105	19	16	6	2	33	18	30	14	14
#15	42	45	10	60	57	117	1	14	12	13	1	7	7	10	0
#16	40	48	7	59	55	114	1	14	3	11	2	5	8	4	2

Couples Communication Program - 141

CCP		Post-Test Scores													
Subjects	GCR	CA	SD	FWB	FWE	SWB	SEX	ROR	FAM	QV	GDS	AFC	PSC	TTO	FIN
#1	48	55	11	55	49	104	10	6	6	2	17	11	15	14	11
#2	49	60	13	60	50	110	13	5	12	3	10	12	15	10	9
#3	46	52	14	28	24	52	1	8	4	2	14	8	16	9	2
#4	40	58	21	58	49	107	2	6	4	4	19	11	22	9	6
#5	48	48	17	58	56	114	11	14	4	1	4	6	10	4	2
#6	44	60	6	60	53	113	9	14	4	1	18	14	19	5	2
#7	45	44	21	59	58	117	13	14	5	6	11	8	11	7	7
#8	36	52	13	39	42	81	19	22	14	5	5	1	1	6	1
#9	46	50	11	47	45	92	9	23	2	8	3	5	10	2	8
#10	47	58	24	52	45	97	0	18	1	15	1	0	5	0	2
#11	47	56	9	60	59	119	4	14	4	8	2	6	8	3	5
#12	50	50	9	59	51	110	5	15	6	3	0	2	6	3	2
#13	46	48	10	60	52	112	14	10	2	1	30	18	28	10	11
#14	40	40	14	58	47	105	18	16	5	2	28	10	20	10	12
#15	40	50	12	60	60	120	1	12	12	12	1	6	5	8	0
#16	46	56	9	58	60	118	1	14	3	11	1	4	6	4	2

Couples Communication Program - 142

CCP Follow-up Test Scores

Subjects	GCR	CA	SD	FWB	FWB	SWB	SEX	ROR	FAM	QNV	GDS	AEC	PSC	TTO	FIN
#1	47	50	11	55	49	104	10	10	6	5	15	10	16	13	12
#2	49	56	15	60	50	110	15	10	6	3	17	14	16	12	10
#3	44	47	19	54	54	108	1	8	4	2	14	8	16	9	2
#4	40	58	20	56	50	106	9	7	2	1	23	12	26	11	6
#5	48	47	18	59	57	116	2	18	11	7	6	8	19	8	1
#6	44	60	6	60	53	113	9	14	4	1	18	14	19	5	2
#7	45	40	9	57	58	115	16	21	14	2	12	9	12	7	9
#8	36	44	16	43	51	94	10	12	7	7	5	1	1	6	1
#9	46	56	15	44	58	102	9	23	2	8	3	5	10	2	8
#10	47	58	24	52	45	97	1	16	3	19	1	0	6	0	3
#11	47	49	8	60	60	120	3	16	5	1	2	5	1	2	4
#12	45	43	9	59	54	113	4	16	5	9	0	2	7	3	2
#13	41	39	11	60	49	109	14	11	3	2	39	23	34	11	11
#14	34	30	14	58	47	105	19	16	6	2	33	18	30	14	14
#15	42	45	10	60	57	117	1	14	3	11	1	4	7	4	2
#16	40	48	7	59	55	114	1	14	3	11	1	4	6	4	2

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FSS

Pre-Test Scores

Subjects	GCR	CA	SD	RWB	EWB	SWB	SEX	ROR	FAM	OV	GDS	AFC	PSC	TTO	FIN
#1	45	49	21	60	60	120	6	12	14	6	9	10	17	9	11
#2	41	45	21	59	45	104	12	12	8	5	17	8	13	10	10
#3	47	42	10	59	57	116	4	11	7	8	4	8	16	9	4
#4	46	47	12	59	57	116	9	15	5	14	3	6	8	10	5
#5	46	50	3	60	60	120	8	9	5	4	5	4	5	6	3
#6	49	53	20	60	59	119	6	8	2	5	8	4	5	6	2
#7	49	51	14	55	58	113	17	12	4	6	8	7	7	11	9
#8	49	48	13	59	60	119	8	9	8	11	4	7	10	9	8
#9	50	54	20	59	60	119	4	18	5	18	2	4	5	3	1
#10	50	54	6	58	60	118	5	17	4	20	3	4	6	5	2
#11	42	43	6	41	45	86	16	19	5	2	8	7	17	7	4
#12	48	55	10	53	46	99	11	13	3	6	9	9	17	3	4
#13	50	44	15	60	59	119	7	17	8	9	2	2	21	6	7
#14	50	44	21	59	57	116	3	14	4	15	4	7	13	6	9
#15	46	40	12	58	50	108	3	17	3	2	3	4	10	11	2
#16	50	44	18	60	60	120	5	18	8	6	8	4	8	9	4

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FSS	Post-Test Scores														
	Subjects	GCR	CA	SD	FWE	FWE	SWB	SEX	ROR	FAM	CON	GDS	ARC	PSC	TTO
#1	45	48	21	60	60	120	6	12	14	6	7	9	15	8	11
#2	41	50	21	59	51	110	12	12	8	4	16	7	12	10	10
#3	47	44	8	59	57	116	4	11	7	8	3	6	14	9	4
#4	46	47	10	59	57	116	7	17	4	14	2	5	7	8	5
#5	47	52	3	60	60	120	8	9	5	5	4	3	4	5	4
#6	49	60	20	60	60	120	5	10	1	7	7	3	2	5	2
#7	49	52	12	55	60	115	19	12	4	6	9	9	9	12	10
#8	49	52	10	56	56	112	10	9	9	12	5	8	12	9	8
#9	50	54	20	59	60	119	4	18	4	17	2	4	5	2	1
#10	50	54	8	58	60	118	4	15	4	20	2	2	4	4	2
#11	42	48	6	41	50	91	14	19	5	2	6	5	15	5	4
#12	48	57	8	55	50	105	10	12	3	8	6	6	12	1	4
#13	50	46	15	60	60	120	7	17	8	9	1	1	16	5	7
#14	50	50	21	59	58	117	3	14	4	15	3	6	12	6	9
#15	46	40	12	58	54	112	3	17	3	2	5	8	12	11	2
#16	50	44	18	60	60	120	5	18	8	6	10	6	10	9	4

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FSS

Follow-up Test Scores

Subjects	GCR	CA	SD	FWB	FWB	SWB	SEX	ROR	FAM	ONV	GUS	AFC	PSC	TTO	FIN
#1	45	49	21	60	60	120	6	12	14	6	9	8	16	8	11
#2	41	48	21	59	45	104	12	12	8	5	16	7	12	10	10
#3	47	43	9	59	57	116	4	11	7	8	3	7	15	9	4
#4	46	47	11	59	57	116	7	17	5	14	2	5	7	9	5
#5	46	50	3	60	60	120	8	9	5	4	5	4	5	6	3
#6	49	53	20	60	59	119	6	8	2	5	8	4	5	6	2
#7	49	51	14	55	58	113	17	12	4	6	8	7	7	11	9
#8	49	48	13	59	60	119	8	9	8	11	4	7	10	9	8
#9	50	54	20	59	60	119	4	18	5	18	2	4	5	3	1
#10	50	54	6	58	60	118	5	17	4	20	3	4	6	5	2
#11	42	43	6	41	45	86	16	19	5	2	8	7	17	7	4
#12	48	55	10	53	46	99	11	13	3	6	9	9	17	3	4
#13	50	44	15	60	59	119	7	17	8	9	2	2	21	6	7
#14	50	44	21	59	57	116	3	14	4	15	4	6	12	6	9
#15	46	40	12	58	50	108	3	17	3	2	3	4	10	11	2
#16	50	44	18	60	60	120	5	18	8	6	8	4	8	8	4

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CONTROL			Pre-Test Scores												
Subjects	GCR	CA	SD	RWE	EWE	SWB	SEX	ROR	FAM	ONV	GDS	AFC	PSC	TTO	FIN
#1	49	49	24	58	59	117	3	4	5	11	1	2	4	6	7
#2	48	54	14	59	51	110	2	4	5	11	3	3	4	7	2
#3	50	48	2	60	59	119	11	15	4	4	3	8	6	2	1
#4	50	53	11	52	54	106	3	13	2	19	2	1	1	1	1
#5	43	49	18	47	49	96	2	7	4	16	1	2	3	1	1
#6	44	47	21	60	58	118	0	7	1	12	1	4	1	1	2
#7	46	49	13	19	56	75	0	24	7	15	1	2	3	0	2
#8	46	50	17	48	51	99	0	21	5	9	1	1	8	7	3
#9	48	56	17	60	58	118	9	15	13	16	2	2	5	8	4
#10	49	52	20	56	56	112	9	13	6	15	3	2	4	7	6
#11	50	54	23	60	58	118	4	13	7	16	1	1	1	2	0
#12	50	58	19	58	52	110	6	11	4	11	1	0	1	2	1
#13	48	54	17	48	52	100	4	9	3	13	1	4	4	7	3
#14	50	56	27	54	47	101	3	11	1	13	0	0	2	4	2
#15	45	52	18	50	50	100	13	15	2	5	1	3	6	2	0
#16	43	45	6	43	39	82	9	11	4	5	2	6	5	3	0

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CONTROL

Post-Test Scores

Subjects	GCR	CA	SD	RWB	EWB	SWB	SEX	ROR	FAM	CHV	GDS	APC	PSC	TTO	FIN
#1	49	49	24	58	59	117	3	4	5	11	1	2	4	6	7
#2	48	54	14	59	51	110	2	4	5	11	3	3	4	7	2
#3	50	48	4	60	59	119	11	15	4	4	3	8	6	2	1
#4	50	53	11	52	58	110	3	13	2	18	2	1	1	1	1
#5	43	49	18	47	49	96	2	7	4	17	1	2	3	1	1
#6	44	47	21	60	58	118	0	7	1	12	1	4	1	1	2
#7	46	49	13	19	56	75	0	24	7	15	1	2	3	0	2
#8	46	50	17	46	54	100	0	20	5	9	1	1	8	7	3
#9	50	60	16	60	58	118	9	15	13	16	1	1	4	8	4
#10	49	52	20	56	56	112	9	13	6	15	2	2	3	6	6
#11	50	54	23	60	58	118	4	13	7	16	1	1	1	2	0
#12	50	58	19	58	52	110	6	11	4	11	1	0	1	2	1
#13	48	54	17	48	52	100	5	10	3	14	1	4	4	7	3
#14	50	56	27	54	47	101	4	11	1	14	0	0	2	4	2
#15	45	52	18	50	50	100	13	15	2	5	1	3	6	2	0
#16	43	45	6	43	39	82	10	11	4	5	2	6	5	3	0

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CONTROL

Follow-up Test Scores

Subjects	GCR	CA	SD	RWB	EWB	SWB	SEX	ROR	FAM	QNV	GDS	AFC	PSC	TTO	FIN
#1	49	49	24	58	59	117	3	4	5	11	1	2	4	6	7
#2	48	54	14	59	51	110	2	4	5	11	3	3	4	7	2
#3	50	48	2	60	59	119	11	15	4	4	3	8	6	2	1
#4	50	53	11	52	54	106	3	13	2	19	2	1	1	1	1
#5	43	49	18	47	49	96	2	7	4	16	1	2	3	1	1
#6	44	47	21	60	58	118	0	7	1	12	1	4	1	1	2
#7	46	49	13	19	56	75	0	24	7	15	1	2	3	0	2
#8	46	50	17	48	51	99	0	21	5	9	1	1	8	7	3
#9	48	56	17	60	58	118	9	15	13	16	2	2	5	8	4
#10	49	52	20	56	56	112	9	13	6	15	3	2	4	7	6
#11	50	54	23	60	58	118	4	13	7	16	1	1	1	2	0
#12	50	58	19	58	52	110	6	11	4	11	1	0	1	2	1
#13	48	54	17	48	52	100	4	9	3	13	1	4	4	7	3
#14	50	56	27	54	47	101	3	11	1	13	0	0	2	4	2
#15	45	52	18	50	50	100	13	15	2	5	1	3	6	2	0
#16	43	45	6	43	39	82	9	11	4	5	2	6	5	3	0