

**Title:** Evaluating the Implementation of a Relationship Education Program in High School

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**Description:** We adapted an adult relationship education curriculum, the Prevention and Relationship Enhancement Program (PREP), for high school students. This program was piloted at Bearden High School over the course of Fall 2019 through Spring 2020. Teachers were trained to deliver this curriculum in three separate modules and data were collected prior to and after each module to analyze outcomes.

**Student Demographics**

Gender		Race		Grade	
Male	43%	White	71%	Freshman	33%
Female	52%	Multicultural	10%	Sophomore	23%
Non-Binary	1%			Junior	24%
				Senior	20%

**Teacher Demographics**

Gender	
Male	32%
Female	52%

**Average Teaching Experience**  
12.25 years (Range: 1 – 39 years)

*Scales*

Interpersonal Competence Questionnaire (ICQ)  
Depression Anxiety and Stress Scales (DASS)

**Student Quantitative Results**

Table 1. Means and SDs for all subscales

Scale/Subscale	T1 Mean (SD)	Clinical Cutoff	T6 Mean (SD)	Clinical Cutoff
DASS: Depression	5.29 (5.44)	Mild	4.98 (6.11)	Mild
DASS: Anxiety	5.00 (4.99)	Moderate	4.83 (5.86)	Mild
DASS: Stress	6.57 (5.10)	Normal	5.46 (5.83)	Normal
ICQ: Negative Assertion	27.58 (6.87)	N/A	28.50 (7.46)	N/A
ICQ: Emotional Support	31.15 (6.48)	N/A	30.95 (7.20)	N/A
ICQ: Conflict Management	26.05 (6.70)	N/A	27.77 (7.51)	N/A

Note: T1=pre module 1 (N=655); T6=post module 3 (N=660)  
Yellow indicates a statistically significant change from pre to post intervention.

**Teacher Quantitative Results**

Table 2. Means and SDs for all items

Item	T1Mean (SD)	T2Mean (SD)	T3Mean (SD)
<b>Item 1:</b> I am invested in delivering the curriculum.	3.39 (1.50)	3.27 (1.51)	3.61 (1.29)
<b>Item 2:</b> I am comfortable sharing my own experiences to encourage class participation.	3.98 (1.36)	3.77 (1.36)	3.93 (1.17)
<b>Item 3:</b> While delivering the content, I felt I was able to connect with my students.	3.59 (1.15)	3.23 (1.31)	3.15 (1.49)

Note: T1=post mod 1 (N=44); T2=post mod 2 (N=30); T3=post mod 3 (N=28)

**Teacher Qualitative Results**

*Positive Feedback*

Use of videos
Easy to deliver
Teaching important information and skills
Interesting scientific content
Relatable and connecting for students and teachers

*Constructive Feedback*

More adaptation needed for HS students
More training needed for teachers
Have delivered by a trained professional
Deliver across fewer days
More student investment is needed
Make more engaging and interactive

**Conclusions**

Quantitative data demonstrates significant improvements in **stress, negative assertion, and conflict management** for students. Qualitative data suggests both benefits and significant concerns in the implementation that need to be addressed.

*Future Considerations:* 1. further adaptation/teach to younger students, 2. more interactive, 3. time and mode of delivery, and 4. more training for teachers.

**Acknowledgements:** This work was supported by the University of Tennessee Office of Engagement and Outreach and undergraduate students in Dr. Gordon’s research lab.

**Student Qualitative Results**

*Positive Feedback*

Videos were helpful
Build knowledge and skills
Information is applicable, interesting, and valuable
Improved communication
Good delivery structure
Increased self-awareness and emotional regulation
Improved relationships
Personal growth
Good break from academic work

*Constructive Feedback*

Make more relatable for students
Deliver program in shorter time frame
Integrate more activities
Make it more interactive
Teach to younger students
Make less biased and condescending
Don’t deliver program like a lecture
Less words in presentation and add more visual aspects