



Alberta 
Relationships  **in Motion™**

JOURNAL

8 WEEK PROGRAM

Contents

1 | Alberta Relationships in Motion™ Questionnaires

1 | Relationship satisfaction test (RSAT)

2 | Relationship readiness

3 | Alberta Relationships in Motion™ Introduction

8 | Week 1: Relationships have motion

9 | SELF: Managing my stress

12 | OTHER: Changing my approach

14 | TOGETHER: Time out

15 | Homework

17 | Week 2: Managing conflict

18 | SELF: Conflict styles

20 | OTHER: Destructive communication habits

21 | TOGETHER: Antidotes to the four horsemen

24 | Homework

25 | Week 3: Communication

26 | SELF: Love language/language of appreciation

30 | OTHER: Solvable vs. perpetual problems

31 | TOGETHER: Positivity and bids of connection

32 | Homework

33 | Week 4: Solution building

34 | SELF: Setting the stage for solutions

35 | OTHER: Empathy

37 | TOGETHER: Seeking first to understand

40 | Homework

41 | Week 5: Values and dreams

42 | SELF: Values

43 | OTHER: Dreams

44 | TOGETHER: Sharing the dream

45 | Homework

47 | Week 6: Working with emotions

48 | SELF: Emotional refocusing

49 | OTHER: Acknowledge and respect the other's emotions (non-verbal communication)

51 | TOGETHER: Repair attempts

52 | Homework

53 | Week 7: Changing perspective

54 | SELF: Self-defeating relationship beliefs

57 | OTHER: Judgements

59 | TOGETHER: Intent vs. impact

60 | Homework

61 | Week 8: Refining your skills

62 | Self-compassion

63 | Refine my relationship skills

65 | Resources

65 | Community resource sheet

67 | Recommended resources for further study

69 | Relationship satisfaction test (RSAT)

70 | Relationship readiness

71 | Participant evaluation

Name

Questionnaires

Relationship satisfaction test (RSAT) – Week 1

Name		Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
Date	Date of birth (MM/DD/YYYY)	

Instructions	0 – Very dissatisfied	1 – Moderately dissatisfied	2 – Slightly dissatisfied	3 – Neutral	4 – Slightly satisfied	5 – Moderately satisfied	6 – Very satisfied	SUBTOTALS
Indicate how much satisfaction you have been feeling in your closest relationship on a scale from 0 (very dissatisfied) to 6 (very satisfied).								
1. Communication and openness								
2. Resolving conflicts and arguments								
3. Degree of affection and caring								
4. Intimacy and closeness								
5. Satisfaction with your role in the relationship								
6. Satisfaction with the other person's role in the relationship								
7. Overall satisfaction with the relationship								
TOTAL SCORE								

Note: You can use this test to evaluate your relationship with your spouse, a family member, colleague, lover or friend.

We are collecting this information according to the requirements specified in the Health Information Act of Alberta, sections 27 (1)(a), (g)
 Copyright © 1983 by David D. Burns, MD | October 2016 | Version 1.0 – April 2016 | Relationships in motion

Relationship readiness – Week 1

Name		Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	
Date	Age: <input type="checkbox"/> 18 – 24 <input type="checkbox"/> 25 – 44 <input type="checkbox"/> 45 – 64 <input type="checkbox"/> 65+		

Personal and lifestyle changes

	Very little ← → Very much									
1. INSTRUCTIONS If 1 is very little and 10 is very much, where would you place yourself?	1	2	3	4	5	6	7	8	9	10
A. I am ready to take action to enhance my relationships.	1	2	3	4	5	6	7	8	9	10
B. Improving my relationships is important to me.	1	2	3	4	5	6	7	8	9	10
C. I am confident I have adequate tools/strategies to manage my relationships.	1	2	3	4	5	6	7	8	9	10
D. I feel I have the knowledge to improve my relationships.	1	2	3	4	5	6	7	8	9	10

Thank you for completing this survey!

We are collecting this information according to the requirements specified in the Health Information Act of Alberta, sections 27 (1)(a), (g)

Introduction

Please read this while you are waiting for class to begin.

It's simple. It's fun. It works!

Relationships in Motion is a **Red Deer Primary Care Network program** designed by psychologists and clinical social workers with the support of family doctors.

It is an 8 week program that empowers you to improve work, personal and family relationships. Each week you will learn new skills that will promote positive relationships. We will challenge you to practice the skills during the week. You will discover a few skills that you find work the best for you. You have the biggest influence over your present and future relationships through your everyday choices.

To get the most out of this workshop:

- Make improving your relationships a priority.
- Practice the weekly relationship skills.
- Make relationship skills a part of your life moving forward.
- Attend all classes.

Housekeeping

- Each class will have a **Vitality break** about halfway through – this is a chance to refresh yourself – walk around, use the facilities and get some water.
- Bring your **Relationship journal** each week.

Workshop format

The **program format** is two hours a week for 8 weeks.

Each week begins with a **Check-in and you will have opportunities to practice the skills that will improve your relationships**. We will end with a **Check-out to set you up for success in the upcoming week**.

Group guidelines

- Please make every effort to attend on time, if you must come late please slip in quietly and take a seat.
- If you are going to be late or miss group, please let one of the coaches know ahead of time. We will ask that you review the material you missed prior to your return if you are absent so that you can participate fully in the next class.
- Being absent for more than 2 sessions out of 8 will result in a request that you rebook into a future group.
- Treat other group members with the same courtesy that you would like to receive.
- Confidentiality – keep information that comes up in group private to the group.
- If there will be someone in the room observing, we will let you know prior to them being in the room.
- The PCN cannot control socialization, but intimate relationships outside of workshops are discouraged.
- Bringing snacks/water is permitted but please dispose of garbage afterwards. Does anyone have any severe food allergies we need to be aware of so we can avoid bringing those items?
- We encourage participation in class, but private conversations are discouraged until break so that you don't miss out on learnings. These conversations can be very distracting to others; we want to be respectful to all participants.
- If you need to leave the room before break, please give us a thumbs up so we know that you are ok. If you are gone for more than 5 minutes, one of us will come to check on you.
- This is a fragrance free facility, so please be mindful of this prior to group to maintain an adequate level of hygiene and avoid wearing fragrances.
- Please turn off all cell phones or put to silence/vibrate.
- Verbal or physical attacks on the other clients or facilitators will not be tolerated in group. Please use your skills to manage angry urges. Anyone who violates this rule will be asked to leave group for that day and will be called to discuss relevant consequences.
- Other: _____
Is there anything else that will help you feel more comfortable or safe in the group?

What is a healthy relationship?

How can I tell if my relationship is healthy, unhealthy or abusive?

Maintaining a healthy relationship takes time, energy and care. Healthy relationships make everyone feel respected, happy and safe. The chart will help you compare healthy relationships to unhealthy or abusive ones.

	HEALTHY RELATIONSHIP	UNHEALTHY RELATIONSHIP	ABUSIVE RELATIONSHIP
Sharing Feelings	You feel safe and strong enough to tell your partner how you really feel.	You feel awkward telling your partner how you really feel.	You are afraid to tell your partner how you really feel because you fear getting put down or threatened.
Communicating	You respect and listen to each other even when you have differing opinions on a topic.	Your partner ignores you and does not respect your opinions when there is a difference of opinion.	Your partner treats you with disrespect and ignores or makes fun of your ideas and feelings.
Disagreements	You can have disagreements and still talk respectfully to each other. You resolve your disagreements.	Your disagreements often turn into fights.	You are afraid to disagree because you do not want to unleash your partner's anger and violence. The disagreement is an excuse for abuse.
Intimacy and Sex	Both of you can be honest about your feelings about physical affection and sex. Neither of you feels pressured to do anything you do not want to do.	You are embarrassed to say how you feel because you think your partner may not listen or care. You "go along" with some things.	Your partner ignores your needs and wants. Your partner pushes you into situations that make you uncomfortable, frighten or degrade you.
Trust	You trust each other. You are comfortable with your partner spending time with other people.	Your partner feels jealous when you talk to other people. You feel jealous when your partner talks to other people.	Your partner accuses you of flirting or having an affair, and orders you not to talk to others.
Time Alone	You can each spend time alone and consider this a healthy part of your relationship.	You think there may be something wrong if you want to do things without your partner. Your partner tries to keep you to himself/herself.	Your partner does not allow you to spend time doing things on your own. Your partner sees this as a challenge or threat to your relationship.
Violence	You and your partner take care not to speak harsh words or make mean comments. There is no physical violence in your relationship.	There have been a few incidents of emotional abuse or controlling behaviour in your relationship. There is no pattern of abuse or violence.	There is a pattern of increasing, ongoing abuse in your relationship: emotional, physical, sexual and/or intimidation.

If you are in an unhealthy or abusive relationship, you can:

- **Make sure you and your children are physically safe.**
 - If you are in immediate danger, call 911.
 - Make a safety plan. Visit endfamilyviolence.alberta.ca for information on safety planning or call the 24-hour Family Violence Info Line toll-free at **310-1818** for assistance.
- **Know you are not responsible** for the abuse. The abuse is the responsibility of the person who is abusive. Know that you did not cause the abuse even if your partner would like you to think so.
- **Understand that the abuse and violence will likely continue without intervention.** In fact, abuse and violence usually become more frequent and more severe over time. When you are thinking about your choices, be as realistic as you can be in determining what the risks are in your situation.
- **Tell someone** you trust about the abuse. Secrecy gives abuse more power. When you tell another person, you are already gaining some power to make the situation better. If the person you tell does not seem to take you seriously, find someone else to talk to. Do not give up.
- **Find out more about abuse in relationships.** You are not alone. Others have had this experience and lived through it. They were eventually able to create new and healthy lives for themselves. Once you start looking for sources of help, you will meet people who understand your situation.
- **Get professional help** from a qualified counsellor that understands abuse and violence in intimate relationships. If the first counsellor is not a good fit for you, try someone else. People who work in the area of family violence may be able to help you find an appropriate counsellor.
- **Care for yourself.** You are in a difficult situation. You need energy and strength to change it. Make time to do some things that make you feel good. Anything you do to uplift your body, emotions, mind or spirit will help you to get through this situation and create the life you want for yourself. Be kind to yourself, care for yourself and do things that uplift you so you have the energy to get past this situation.
- **Spend time with healthy people.** Even if they cannot help you directly, being with healthy people will remind you that most people are kind to one another and many people have healthy and rewarding relationships. You can too.
- **Find out what help is available** in or near your community. You do not have to do this alone.

Emergency shelters have information about services for people to stay when they are fleeing a family violence situation. Even if you do not plan to stay at a shelter, you can call your local shelter to find out what help is available in your community.

Visit endfamilyviolence.alberta.ca or call the 24-hour Family Violence Info Line toll-free at **310-1818**.

Week 1

Each class over the next 8 weeks will have the following **three sections**:

SELF: Explore and understand your internal world and learn tools to adjust or change if necessary.

OTHER: Explore how we interact with others and how our words and actions may be impacting them.

TOGETHER: Apply the tools to cultivate an improved interaction together.

We will also have a **check-in**, a **check-out**, and **homework**.

Relationship skills

- The skills you learn in class each week are designed to help you improve the quality of work, personal and family relationships.
- The challenge is to use the skills each week. Challenge yourself to expand your skills.
- By the end of the program, you will have several skills that fit best and work for you.
- The skills only work if you use them.

Relationships have motion

What are your present goal/hopes for taking this class?

What might happen as a result of you making changes in your relationships?

“It takes two to tango. It takes only one to make things a whole lot better.”

- Harriet Lerner, The Dance of Anger (Conflict Tango website)

That is why we emphasize that working on what **you** can do is important!

SELF: Managing my stress

Flooding

This is a key concept that we will be using throughout the 8 weeks.

People do and say things they don't mean when **flooded**.

What is flooding?

- There are 2 main parts in the brain – the **thinking brain** and the **emotional brain**.
- The **thinking brain** is for supporting and maintaining good relationships, thinking creatively, solving problems and planning ahead for the future.
- The **emotional brain** processes our emotions and starts the fight, flight, freeze response-which is necessary for our survival. Our brain responds the same to real and perceived danger – it cannot tell the difference!
- When these 2 brains work together, you are doing really well. But they don't always work together.
- When the emotional brain takes over, this is called **flooding**.

What actually happens?

- We perceive danger, real or imagined.
- **The emotional brain takes over almost immediately.**
- Heart rate, blood pressure, and breathing rate increases.
- Blood is drawn into the body cavity (away from brain and extremities).
- Sweating and muscle tensing.
- Narrowing of visual field.

What we can't do:

- Think clearly, solve problems and plan for the future.
- Participate in a productive conversation.
- Listen and focus on what the other person is saying.
- Be affectionate or empathetic or maintain a sense of humor.
- Move out of defending ourselves to hear the other person.
- Process new information (even apologies, attempts to soothe).
- Accept influence.
- Just a note that the **emotional brain taking over** can be a good thing if it happens when we need to be totally immersed in an experience and enjoy it for what it is. Example: enjoying a time together with our kids.

How do we know when we are flooded?

Think of last time I was really distressed; draw on the body where I felt it.



Think of a recent situation where I think I was flooded. What was I thinking?

What did I feel?

What action did I take? (e.g. left the room, cried, yelled back).

Was it helpful or not?

What can I do when I notice I am flooded?

OTHER: Changing my approach

Have you ever started a conversation that you wished you could press the rewind button and start again?

A **harsh startup** is any interaction between two people that starts off with a **critical** or **contemptuous** tone.

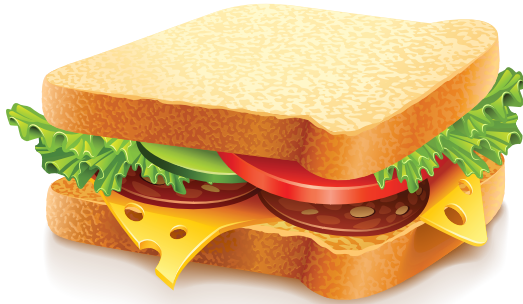
John Gottman's research indicates that the probability of a negative interaction can be predicted with 96% accuracy when an interaction begins with one of these harsh startups.

If you begin a lot of your discussions with a harsh start up, John Gottman's best advice is **pull the plug, take a breather, and start over**.

To **soften my startups** and leave the door open for further conversation:

- **Be clear.** Don't expect the other person to read my mind.
- **Be polite.** I have to politely state what I observe or need.
- **Watch my tone and body language.**
- **Don't stockpile complaints.** Invite a conversation about the most important thing.
- **Start with an / instead of a you.** When we shift the **focus of attention onto ourselves**, there is less chance that what we are saying will be taken in a negative way. Complaint: "I" vs. criticism: "you".
- **Begin with something positive. Express appreciation and gratitude for the things that are going well.** Try a **Positive Sandwich** (on page 13).
- **Other ideas:**

Positive sandwich



START WITH:
→ I just wanted to tell you how much we appreciate the work you do around here.

THE FILLING:
→ Lately, I've noticed you have been on Facebook a lot and I'm worried the quality of your work may be suffering.

END WITH:
→ Can you tell me more about what you are doing on Facebook so I can understand where you are coming from?

Activity

We have provided two scenarios and have left room for you to try one of your own real life scenarios with a harsh startup. First try the harsh startup, then practice how you could soften it using what we have discussed in class.

1. Your Mother-in-Law is visiting, and you plan to tell her how much it irritates you when she criticizes your parenting skills. You want your partner, who is very defensive when it comes to Mom, to back you up.

HARSH START: I can't stand it when your mother comes over!

SOFTENED ALTERNATIVE:

2. Your supervisor approaches you at 3:30 p.m. and asks you to work late on an important project when you have already made other plans.

HARSH START: You're always asking me to do stuff like this at the last minute!! Unlike you, I have a life after quitting time. Go pound sand.

SOFTENED ALTERNATIVE:

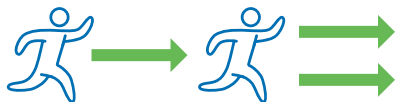
3. Use a real life example of a harsh startup and then try to soften it.

HARSH START:

SOFTENED ALTERNATIVE:

TOGETHER: Time out

Patterns that develop when we are not soothing ourselves or the other person or when we have a harsh start-up:



PURSUER **DISTANCER**

The harder you chase, the harder the other person tries to get away.



CRITICIZE **DEFEND**

Criticism invites defending, while defending invites further criticizing. It becomes a cycle.

A time out is taking a break. You remove yourself from a charged situation to create space to cool off and calm down. This allows each person to get into a different state of mind to find solutions. It breaks both of the above patterns.

Take a time out... some general guidelines:

- Practice with smaller arguments first.
- Set it up beforehand.
- Either party can call it.
- Both must respect it.
- Both must agree to a time and place.
- 30 – 60 minutes is recommended. More is better. Use your time wisely to shift the focus and calm yourself down as opposed to letting your negative thoughts fester.
- Use self-soothing to regain composure.
- Return, seeking first to understand before making yourself understood.

Homework

Options:

1. **SELF:** Managing my stress – coping with flooding

Reflect on what I feel in my body when I am flooded. Catch it early.

2. **OTHER:** Changing my approach – soft start up

Think of a situation I find, or have found, bothersome – that had a harsh start up; create my own softened alternative.

3. **TOGETHER:** Time out

Design a time out that will work for me/us if I/we need it in the next few weeks.

Week 2

Managing conflict

Weekly reflection

Was I aware of flooding? How did it change my approach? Did I try a softer start up or a time out?

SELF: Conflict styles

VIDEO: Everybody Loves Raymond – Parents Argue

How did I feel during this video clip?

What did I notice in my body?

What thoughts did I have?

Conflict style spectrum

Your conflict style refers to how you deal with or react to conflict.



AVOID

INDIRECT

DIRECT

Avoid = just don't talk about it; don't show I am upset

Indirect = no action, but show I am angry

Direct = assertive (calmly state position) **OR** aggressive (steamroller)

Think of a relationship that you would like to work on. Mark a ▼ on the diagram to show how you deal with conflict in that relationship.

1. In the relationship I want to work on, where is that person on this spectrum? Put a ✓ on the diagram to show where they are.

2. How do I act in this relationship?

3. How does that impact the person?

4. What factors (life events, personality traits, stressors, and emotions) lead me to have this style of conflict with this person?

5. How will making a change to my conflict style help the relationship?

6. Draw an ✕ where I would like to be.

OTHER: Destructive communication habits

Coach role play

Remember the scenario from week 1. One of your children has been out well past the agreed upon time that they should be home.

Adult: You are so inconsiderate! Why didn't you call? You made me stay up half the night worrying about you!

Child: You never let me do anything anyway. Whatever Mom (Dad)! I'm the only kid that has a curfew. *(storms away)*

Adult: Don't you run away from me! I'm not through with you yet! *(pursue)*

Child: *(slams door in face and yells)* Leave me alone! I hate you!

	THE FOUR HORSEMEN	Definition	Where did you see this being used in the role play?
PURSUER	CRITICISM	Complaints as personal attack	
	CONTEMPT	Insulting, mocking or putting the person down (I'm better than you are)	
DISTANCER	DEFENSIVENESS	Seeing self as victim, warding off attack by defending	
	STONEWALLING	Listener withdraws from interaction	

TOGETHER: Antidotes to the four horsemen

When we get a snake bite, we apply an antidote to counteract the poison. **The four horsemen** can be **poisonous** to a relationship. If what you are doing now isn't working, you need to figure out a different approach. So if you think of it like a snake bite, Gottman proposes antidotes to the four horsemen. Be aware that the **antidote** will look **different**, depending if you are the **sender** or **receiver**.

Criticism is a form of pursuing from week 1

Example: "You never let me do anything anyway."

	Antidote	How could you say it differently?
Person who is criticising	<ul style="list-style-type: none"> Describe the feeling without blame. "I feel..., I need..., about what...?" 	
Person receiving criticism	<ul style="list-style-type: none"> Recognize they are saying it because they are upset or distressed. It's not personal. Take responsibility for whatever part you can. Self-soothe (if warranted). 	

Contempt is a form of pursuing from week 1

Example: "I hate you!"

	Antidote	How could you say it differently?
Person being contemptuous	<ul style="list-style-type: none"> Become aware that you are doing this. Make a conscious effort to stop. Be proactive and nurture fondness and admiration for the other person. It makes it harder to have contempt toward the other person when fondness and admiration are the usual patterns for interacting. 	
Person receiving contempt	<ul style="list-style-type: none"> In the moment, draw a boundary, call them on it. End the conversation. Do what you need to do to calm down or sooth yourself (see week 1: Flooding). Be proactive and nurture fondness and admiration for the other person. It makes it harder to have contempt toward the other person when fondness and admiration are the usual patterns for interacting. 	

Defensiveness is a form of distancing from week 1

Example: “I am the only kid who has a curfew.”

	Antidote	How could you say it differently?
Person who is being defensive	<ul style="list-style-type: none"> • Calm or sooth yourself. • The ability to accept <i>some</i> responsibility, no matter how small, is a cure for defensiveness. • Look for what you <i>agree with</i>, in what your partner says, not what you agree with. • You communicate, “I hear you. What you say matters.” 	
Person causing defensiveness	<ul style="list-style-type: none"> • If you notice defensiveness in the other person, you may have used a harsh start up. • Take a step back and look at whether you used a criticism or a complaint. • Work on changing your approach (Recall the diagram of criticize/defend). 	

Stonewalling is a form of distancing from week 1

Example: Slamming door in face.

	Antidote	How could you say it differently?
Person who is stonewalling	<ul style="list-style-type: none"> • Call a time out, self-soothe or calm yourself down actively. • Go back when both are calm (Recall our discussion on flooding from week 1). 	
Person who sees the other person stonewalling	<ul style="list-style-type: none"> • Give the person some space (time out) and then try to re-engage in the conversation, using a soft start up. “My intention is not to upset you. Are you ready to talk about this? If not, when might be a good time?” • Talk about how the conversation went and what led to the stonewalling. • Look at the process, rather than the issue. • If they say they are not ready and stonewall for days, involve the other person and set some ground rules on how to proceed. 	

Think about the last time I was in conflict or had an uncomfortable experience. What horsemen were at work? Were there any of the horsemen that I was doing? Any that the other person was doing?

What antidote do I need to use when interacting with the other person?

What might I do – one small step – to start using the antidote?

What signs will I look for in myself and the other person that will indicate things are getting better?

Homework

Options:

1. **SELF:** Conflict styles

How will I use my awareness of my conflict style in a relationship this week?

2. **OTHER:** Communication habits

What four horsemen do I see at work in the relationship that I want to work on?

3. **TOGETHER:** Antidotes to the four horsemen

How will I apply the antidotes to the horsemen in my relationship?

Week 3

Communication

Weekly reflection

What changes did I make to my conflict style? Did I identify any horsemen at work? How did using the antidotes make my interaction healthier?

SELF: Love language/language of appreciation

The 5 love languages is a book written by Dr. Gary Chapman, a marriage and relationship expert.

While the concept of **love languages** is applied to marriage and friendship, these can also be applied in the workplace and other relationships – in which case, they are called “appreciation languages”.

How these languages are applied varies slightly based on the nature of work relationships.

You may need to take some of the questions and revise them slightly in your mind if they apply to a more formal or work relationship. You can replace the word “love” with respect, admire, appreciate or another word of your choice.

This quiz was obtained from www.5lovelanguages.com.

“Appreciation is a wonderful thing: It makes what is excellent in others belong to us as well.” - Voltaire

Complete the love/appreciation languages profile (separate handout).

Love/appreciation languages

- **Words of affirmation** – validation, take what others say to heart. Verbally or by email congratulate people when a project is completed or complement their work to show you are paying attention. Recognize a job well done.
- **Quality time** – spending time together. Go out for a drink after work, find time to talk, listen and engage others – one on one or team meetings.
- **Receiving gifts** – presents, value surprise. Pick up the tab at lunch, grab a coffee for your colleague.
- **Acts of service** – doing something for someone else. Change the batteries on your desk mate's mouse and keyboard, volunteer to help with a project that you know will make a difference to the person's workload.
- **Physical touch** – hugs, cuddling, wanting the other person close. High 5's, fist bumps, pats on the back for a job well done.

You may be doing all the right things, but are not hearing each other. You might be providing the things that make you feel loved/respected, but it isn't the other person's love language, so it isn't being received or landing the way you want it to.

Learning how to communicate changes the rhythm of the relationship and helps us recognize our needs.

Now that I know my top one or two love/appreciation languages, are my needs being met?

Have I communicated this with the other person in the relationship?

How will I ask for what I need?

How might I accept it if the person is unwilling to do what I need?

Do I know what the love/appreciation language of the other person in my relationship is?

How would I bring this up with the other person?

OTHER: Solvable vs. perpetual problems

Solvable problems are about something situational. A solution can be found.

Perpetual problems are the problems we return to over and over. They can be centred on differences in personalities or lifestyle.

Perpetual (ongoing) problems require ongoing understanding and empathy. **The goal is *not* to solve the problem.** Instead, the **solution** becomes **more about basic acceptance** of that other person. You want to understand why they feel the way they do about a particular issue.

1. Any time Bob and Margaret disagree, Bob flies off the handle. He raises his voice, which creates immediate stress for Margaret, who tells him to stop. Bob tells her he sees nothing wrong with yelling when he's upset because that's just the way he is, and furthermore, if she would just learn to see his point of view, they wouldn't have half the problems they do. She starts to cry, tells him she can't take this anymore. The fights become more about his yelling than the original disagreement.

Solvable Perpetual

2. A mother and her teenage daughter agree that it's the daughter's job to clean the cat litter box once every Tuesday and Friday. The daughter however is more concerned with hanging out with her friends, and going on dates, so the cat litter hasn't been cleaned in some time. Which means Mom either cleans it up herself, or fumes, as does the litter box in July. It has been nearly a month, and Mom is ready to snap.

Solvable Perpetual

3. Bud complains that Otto expects him to do all the work on a project they agreed they would work on together. Otto says he would like to do more but he is less experienced than Bud, and is being sidetracked by other work-related responsibilities. Not only that, Bud has been critical of the work Otto has done so far. This makes Otto angry, and tells Bud he should do it himself.

Solvable Perpetual

4. Betty thinks Frank is stingy about tipping service people (waiters, cab drivers, and the like). She finds this upsetting because her image of a good, upstanding man is one who is generous with others, and she becomes very contemptuous of him when he acts this way. Frank, on the other hand, feels that Betty is something of a spendthrift, and is very loose with their money, and this creates a certain amount of anxiety for him. He feels that money represents security, and a sense of control over his life, so he resents it anytime she overdoes it, or criticizes him.

Solvable Perpetual

In order to work with perpetual problems, we need to engage in three steps:

1. Recognize and accept both party's feelings and needs.
2. Discover and inquire about each party's root intention and goals.
3. Mutually explore possible solutions that meet both needs.

TOGETHER: Positivity and bids for connection

We pay more attention to negative interactions in our relationships – doing something different can be as simple as introducing more positivity into the relationship. This will change the dynamics.

We have three ways of responding to people when they make a bid for connection.

1. **Turning toward...** is turning that person into a friend.
2. **Turning away (e.g. stonewalling)...** is turning that person into a stranger.
3. **Turning against (e.g. contempt, defensiveness or criticism)...** is turning that person into an enemy.

Negative interactions carry more weight than the positive, you need to actively work at cultivating positivity and bids for connection.

How many positive interations do you need in a relationship to counteract one negative?

Aim to fill up the emotional bank account in your relationship with positive deposits.

What are some things I can do in my current relationship to cultivate or develop positivity and bids for connection? Consider: ideas from love/appreciation languages, solvable vs. perpetual problems and think about skills from previous weeks.

Homework

Options:

1. **SELF:** Love language/language of appreciation

How can I use the love languages/languages of appreciation in my relationship this week?

2. **OTHER:** Solvable vs. perpetual problems

Which one of the three steps might I want to try if/when a perpetual problem comes up?

3. **TOGETHER:** Positivity and bids for connection

What is one thing I can do this week to cultivate positivity in my relationship? Notice what is going well and write it down.

Week 4

Solution building

Weekly reflection

How did I use the love languages/languages of appreciation in my relationship this week? How did discussing perpetual problems help to improve our understanding of each other? Did I make a positive deposit in an emotional bank account?

SELF: Setting the stage for solutions

Building solutions and solving problems are not the same thing.

Solutions require three things:

- 1. Identifying a preferred future.**
- 2. Shifting from a problem orientation to a solution orientation (most of us are not used to this kind of thinking).**
- 3. Identifying the steps required to create a preferred future.**

Thinking about the relationship you want to work on most (or any other one that you deem important), answer the following questions:

- 1. What aspects of this relationship are going well that I *don't* want to change? List as many as you can think of.**

- 2. What are my best hopes for what this relationship will look like once we can move past the problem?**

- 3. What will be the first step that I can take toward making this happen?**

- 4. What will be the first thing I notice in myself that will tell me the relationship is getting better?**

Adapted from Elliot Connie. Solution building in couples therapy. 2013.

OTHER: Empathy

The goal of empathy is to improve the quality of your relationship.

Below are the names of several different types of non-empathetic responses. Write the number of the response in the line beside the one it best represents.

Advising _____

One-upping _____

Educating _____

Consoling _____

Story telling _____

Shutting down _____

Interrogating _____

Explaining _____

Non empathetic responses:

1. "When did this begin?"
2. "Dr. Oz says we should be doing this to take care of the problem."
3. "I'm tired of hearing about this!"
4. "That reminds me of the time..."
5. "I would have called but..."
6. "I think you should..." "How come you didn't?"
7. "It wasn't your fault; you did the best you could."
8. "That's nothing, once I was..."

Empathetic response:

- Acknowledge what the person is **thinking**.
- Acknowledge what they are **feeling**.
- Inquire – **ask for more information**.

Here are two scenarios. In your small groups, discuss these two questions about each one.

What kind of non-empathetic response(s) is the second person doing? And what would a more empathetic response be?

1. **Daughter:** "I'm so ugly. No one likes me." (standing in front of the bathroom mirror)

Father: "You are the most gorgeous creature God ever put on the face of the earth."

What is he doing?

Empathetic alternatives:

2. **You are telling a story at work.** "I was planning to visit my family this weekend and my car broke down, the mechanic didn't have the parts, so I missed the family function. It was frustrating!"

Co-worker: "You think that's something! One time I was rushing to a funeral and my engine exploded; black smoke was pouring out. I was stranded by the side of the road for hours. Then, would you believe, I was robbed at knifepoint by a biker gang!"

What is the co-worker doing?

Empathetic alternatives:

Think of a recent situation where I was non-empathetic in my response (look again at [page 35](#) for examples of non-empathetic responses). **How might that person have felt?**

If I could do that conversation over, how could I have responded with more empathy? How might it have changed the interaction?

TOGETHER: Seeking first to understand

“Seek first to understand, then make yourself understood.” - Stephen Covey

Use the following guidelines for conversations, depending whether you find yourself as the speaker or the listener.

Speaker’s job:

- **Frame complaints as positive wishes**, hopes or needs in a positive manner. For example:
 - **Negative need:** You talked about yourself all the time during dinner.
 - **Positive need:** I need you to ask me about my day.
- **Use only “I” statements** that express your feelings, instead of blaming or “you”.

Listener’s job:

- **Do not interrupt.**
- Use a **relaxed, open posture** and make some **eye contact** so they know you are listening.
- Listen for content and perspective of speaker’s feelings; confirm your understanding of what the speaker said.
- Listening with the intent to understand without forming a response in your head helps keep your emotions in check.
- **Validate speaker** by completing a sentence like, “It makes sense to me that you would feel that way and have these needs because...”

The point is to see it from both perspectives and to figure out how to be a better listener.

Notes during coach scenario:

Scenarios for you to practice with:

1. Family member is chronically late.
2. Co-worker often eats your lunch.
3. Neighbour parks in front of your driveway.

As speaker:

What did I notice?

What was I already doing well?

What could I improve?

As listener:

What did I notice?

What was I already doing well?

What could I improve?

Homework

Options:

1. **SELF:** Setting the stage for solutions

Make any (or all) of the changes toward a preferred future and a solution orientation that are within my power to make. Pay attention to and make note of all positive differences in: a) how I think, b) what I feel, c) what I do and d) what I observe taking place in the relationship as a result of the changes.

2. **OTHER:** Empathy

Be on the lookout for how I can respond with empathy to someone this week. Write down what I did well.

3. **TOGETHER:** Seeking first to understand

Use speaker/listener guidelines: in my next interaction, what is one thing I could apply that I learned today? For example, make “I” statements in positive situations.

Week 5

Values and dreams

Weekly reflection

What changes did I make to set the stage for solutions?

How did I respond with empathy?

In what ways was I a better listener?

SELF: Values

Knowing what we value most guides us in our interactions with others.

You will be given a set of cards.

1. Find the cards that say:

- Very Important
- Important
- Not Important

2. **Lay these 3 out in front of you.** The rest of the cards have value statements written on them. Please sort each card into one of these 3 piles. Make sure these cards represent current values that you cherish and use, not values you want to or think you should have. It is not about having lots of important values, but more about the quality of your values.

3. Once you have sorted all the values into the 3 piles, keep the **very important** pile in front of you. The other 2 piles you can put to the side – you will not need to look at them again today.

4. From your **very important** pile, **choose your top 5.**

If you don't finish today, that is okay. Just do as much as you can in the time we give.

Cards can be found online if you want to continue this at home.

TYPE IN: Personal values card sort: <http://casaa.unm.edu/inst/Personal%20Values%20Card%20Sort.pdf>

What are my top 5 values: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Now take some time to reflect on the following four questions:

Are there any values I have been ignoring or unaware of?

How do my top 5 values affect my interaction with others?

What is one thing I could do this week to live more in alignment with my values?

Is there anything I am doing really well now that I want to keep doing (consistent with my Top 5 values)?

OTHER: Dreams

Your values support the dreams you have within the relationship. We define **dreams** as the **hopes, aspirations, and wishes that are a part of our identity, that give purpose and meaning to our life.**

Please take your top 5 values and use a few of them to expand what your dream is for each value.

For this activity, write one of your top 5 values on the first line and then, write the name of the person in the relationship on the second line, and a dream that you would associate with that value on the third line.

Value: _____ Value: _____

Relationship: _____ Relationship: _____

Dream: _____ Dream: _____

Value: _____

Relationship: _____

Dream: _____

Reflect

1. Choose a dream from above that is achievable and within my control.

2. What steps do I need to take to make that dream a reality?

3. What will be happening that will let me know that this dream is becoming a reality?

4. How soon do you see this happening?

TOGETHER: Sharing the dream

An important part of this is being able to share one another's dreams and to respect them, even if we don't understand them. You want the kind of relationship where you can acknowledge and support each other's dreams. The key here is that we are trying to see things from the other person's perspective.

You will find that by respecting others as human beings that have worth and value – under all circumstances – even though their opinions may differ from yours, you have a better shot at improving the quality of the relationship.

1. To what extent have I communicated my dreams to the other person?

2. What do I need to know from the other person in order to understand their dreams?

3. Possible questions to facilitate discussion

When we listen, it can be useful to ask questions along the way to deepen our understanding.

- What would be your ideal dream here?
- What do you want to see for us instead of this current problem we are facing?
- Help me to understand why this is so important to you.
- What do you wish for?
- What is it you need?
- Is there a deeper goal or purpose in this for you?
- Is there a story behind this for you?
- Does this relate to your beliefs or values in some way?
- Is there a fear or disaster scenario in not having this dream honored?
- What can I do to support your dream?
- Other: _____
- Other: _____

Homework

Options:

1. **SELF:** Values card sort

What is one thing I can do this week to be more aligned with my values?

2. **OTHER:** Dreams

Think about the connection between my value and the dream I have. How can I communicate why those are important to me?

3. **TOGETHER:** Sharing the dream

What is one question I could use this week to deepen my understanding of the person/dreams in the relationship I am working on?

Week 6

Working with emotions

Weekly reflection

What changes did I make to line up with my values? Did I communicate why my values are important to me?
What did I do to deepen my understanding of the other person's dream this week?

SELF: Emotional refocusing

What are some of the positive things you are currently doing to manage your emotions when someone does something that upsets you?

Activity: Application of refocusing when flooded

This is what you can do when you notice yourself getting **flooded**.

1. Take a few deep belly breaths and exhale longer than you inhale.
2. Focus on what is happening in your body.
3. Name one thing that is going well or that is positive and focus on that.
 - Remember ideas from other weeks, for example dreams and values or your homework from last week, and self soothing from week 1.

What was this experience like for me?

How was I able to soothe my emotions?

OTHER: Acknowledge and respect the other's emotions (non-verbal communication)

The goal is to honor and respect your own emotions at the same time as acknowledging and respecting the other person's emotions.

Words are best for conveying thoughts or ideas. **Non-verbal cues** are best for conveying information about connections such as liking, respect, and control. The meaning of verbal or non-verbal messages should not be interpreted without carefully considering the other.

One way to do that is to pay attention to what the other person is communicating non-verbally. This improves your ability to listen with empathy and understanding.

As you get good at noticing these non-verbal behaviors, you will get better at working with emotions in the relationship and not miss things that are important to the other person.

"What you are speaks so loudly that I cannot hear what you say." - Ralph Waldo Emerson

Type of non-verbal cue:

- Contradicting** You are sending a mixed/double message.
- Emphasizing** Makes what you are saying stronger.
- Regulating** Your non-verbal cues encourage more discussion or shut it down.
- Complementing** Non-verbal cues match the words.
- Substituting** Using non-verbal cues in place of words.

What type of non-verbal cue is being used?

Take a moment to identify what non-verbal cues are being used here from our list of 5 non-verbal cuse above.

1. The teacher who asks, "Any questions?" and fails to wait for a response before moving onto the next point.

2. The supervisor who when asked a question by an employee, leans forward with a hand cupped behind one ear.

3. The little boy who hides behind his mother as he says, "I'm not afraid of the dog."

4. The woman who says, "I love you," to her spouse while hugging him and smothering him with kisses.

5. The child whose eyes are downcast and shoulders are rounded as she says, "I'm sorry for breaking the vase."

Reflection questions

Think about an emotional situation that recently happened. Picture it playing out as a movie where you view yourself and the other person.

What emotions am I communicating? Is this what I wanted to say?

What are they saying with theirs?

What do I want to convey? How will I be able to achieve that?

Homework

Options:

1. **SELF:** Emotional refocusing

Take some more time this week to notice something positive or that is going well in my relationship. Try the refocusing exercise.

2. **OTHER:** Acknowledge and respect other people's emotions

Take time to notice other people's non-verbal cues this week. Notice how it changes my interaction with them.

3. **TOGETHER:** Repair attempts

Notice a situation this week where I think a repair attempt is needed. Try one of my phrases or actions. Note the results. Did it change the nature of the interaction?

Week 7

Changing perspective

Weekly reflection

How did noticing the positives change my relationship? How did noticing other people's non-verbal cues change my interaction with them? What repair attempt did I try this week?

SELF: Self-defeating relationship beliefs

Our beliefs are one chapter of our personal owner’s manual for how we navigate life. They can be helpful or unhelpful depending whether or not they are true. That is, if there is evidence to support them. We have learned these beliefs through experience.

There are a number of **self-defeating beliefs** that we hold that hinder our relationship such as blame, self-blame, entitlement and approval seeking.

Write in the number of the phrase under the self-defeating belief that it matches. Phrases are on the bottom of page 55.

Blame: The problems in my relationships are the other person’s fault.

Why might this not be true?

Self-blame: The problems in my relationships are my fault.

Why might this not be true?

Entitlement: People should always treat me in the way I expect; if they don’t, I will get angry and frustrated.

Why might this not be true?

Approval seeking: I am doomed to feel empty and unworthy if I am ever rejected or alone.

Why might this not be true?

Submissiveness: I must always try to please others, even if I make myself miserable in the process. I must meet everyone else's needs and expectations in order to ensure I will be loved.

Why might this not be true?

Perceived narcissism: People are demanding, manipulative, and controlling.

Why might this not be true?

Conflict phobia: Anger, conflict and disagreement are dangerous, and should be avoided at all costs.

Why might this not be true?

1. Friends bring a peanut butter desert to a potluck. They should have known I was allergic to peanuts.
2. I can't say no. What if I let them down?
3. I can't talk to them about that. What if we end up having a disagreement or conflict?
4. Joe is a jerk – that's why we fight.
5. Why would I say anything? It's not like they listen to me anyway. They make all the decisions.
6. It's my fault that I wasn't invited to the baseball game.
7. That date was a failure. I'm never going to find anyone. No one likes me.

Pick a self-defeating belief that I think I hold. In what way or ways does that belief impact my relationship?

What are the costs of continuing to hold this belief? What are the benefits?

What belief would support a healthier relationship?

In what ways might my relationship improve if I changed this to a new empowering belief?

What is the first thing I will look for that will indicate the relationship is changing?

OTHER: Judgements

What is your explanation for these observations?

OBSERVATION #1: What's your explanation?

OBSERVATION #2: What's your explanation?

OBSERVATION #3: What's your explanation?

OBSERVATION #4: What's your explanation?

OBSERVATION #5: What's your explanation?

OBSERVATION #6: What's your explanation?

What's your score?

1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____

Total score _____

The higher your score, the less **Fundamental attribution bias** you have. This means you are less likely to judge others harshly without appreciation for the context.

Fundamental attribution bias

Sometimes what looks like a problem with a person is really a problem with the situation. When we are interpreting other people's behavior, we often fall prey to the fundamental attribution bias and we see our own flaws as a result of the situation and others' flaws as a result of their character.

How might this apply to my relationship?



TOGETHER: Intent vs. impact

In an interaction, we think the other person had a **bad intention** based on the impact their actions had on us. We think this makes them a **bad person**. When the situation is **reversed**, we **defend ourselves** because we believe we have **good intentions**, even though the impact on that person was **bad**. Both parties often feel they are the victim.

Think of a situation where you were hurt or negatively impacted by someone's thoughts, comments or actions. We want to you try to view the situation like a scientist. You are gathering information.

Briefly describe the situation:

ACTIONS: What were they doing non-verbally and verbally? Describe it like a story.

IMPACT: What was the impact of this on me?

ASSUMPTION: What assumptions am I making about what the other person intended. Is there a possibility I might be wrong? What do I know to be true about that person?

When having a discussion:

- Share the **impact** the other had on you.
- Inquire about their **intentions**.
- Listen past the accusations for the feelings.

Homework

Options:

1. **SELF:** Self-defeating relationship beliefs

For the self-defeating belief I identified, what is one thing I could do toward building a new empowering belief? Start collecting evidence that supports this new empowering belief (How do I know it's true?).

2. **OTHER:** Judgements

Now that I am aware of the tendency toward Fundamental Attribution Bias (page 58), come up with other possibilities in a given situation. Ask yourself, "What else could this mean?"

3. **TOGETHER:** Intent vs. impact

When having a discussion this week, choose **one** to work on:

- Share the impact the other had on me.
- Inquire about their intentions.
- Listen past the accusations for the feelings and identify them.

Week 8

Refining your skills

Weekly reflection

What new empowering belief am I working on? Did I notice that I was making less assumptions? How did considering intent and impact improve my relationship(s)?

Self-compassion

Research shows the benefits of self-compassion are:

- Significantly decrease our anxiety and depression
- Experience less pain in the face of negative life events
- Enhance our experience of a meaningful life
- Give ourselves permission to acknowledge that our emotions are valid and important
- Increase our emotional intelligence and our ability to feel connected/empathetic with others
- Experience more happiness, optimism, creativity, curiosity, enthusiasm, inspiration and excitement

What acts of kindness or compassion did you do for yourself this week?

How has this or might this impact your relationship with others?

Refine my relationship skills

These skills have proven to be effective through research and our participant use. Over the 8 week workshop, you have learned many skills. Participants who have the greatest success:

- Choose several skills that fit best and work for them
- Practice these skills
- Make the skills a part of their daily lives moving forward
- Challenge themselves to add to their skills

Week 1

Managing my stress – coping with flooding (page 9)

Changing my approach – soft start up (page 12)

Time out (page 14)

Week 2

Conflict styles (page 18)

Destructive communication habits – the four horsemen (page 20)

Antidotes to the four horsemen (page 21 and 22)

Week 3

Love/appreciation languages (page 26)

Solvable vs. perpetual problems (page 30)

Positivity and bids for connection (page 31)

Week 4

Setting the stage for solutions (page 34)

Empathy (page 35)

Seeking first to understand (page 37)

Week 5

Values (page 42)

Dreams (page 43)

Sharing the dream (page 44)

Week 6

Emotional refocusing (page 48)

Acknowledge and respect the other's emotions (non-verbal communication) (page 49)

Repair attempts (page 51)

Week 7

Self-defeating relationship beliefs (page 54)

Judgements (page 57)

Intent vs impact (page 59)

Week 8

Self-compassion (page 62)

Resources

Community resource sheet

Central Alberta Women's Emergency Shelter (CAWES)

1-888-346-5643 | www.cawes.com

Women's Outreach Centre

1-866-347-2480 | www.womensoutreach.ca

Canadian Women's Foundation

www.canadianwomen.org

24 hour hotlines

Suicide Hotline

1-800-784-2433

Mental Health Hotline

1-877-303-2642

Health Link Alberta

811

Individual and couples counselling

Family Services of Central AB

403-343-6400

Parkland Youth Homes

403-340-8995

Catholic Social Services

403-347-8844

Individual counselling

Mental Health & Addictions, Alberta Health Services

4733 – 49 Street | 403-340-5466

Primary Care Network

5130 – 47 Street | 403-343-9100

Recommended resources for further study

Difficult Conversations: How to Discuss What Matters Most, Douglas Stone, Bruce Patton and Sheila Heen.

Divorce Busting: A Step by Step Approach to Making Your Marriage Loving Again, Michele Weiner Davis

Healing the Sensitive Heart: How to Stop Getting Hurt, Build Your Inner Strength, and Find the Love You Deserve, Deborah Mandel

The Five Love Languages, Dr. Gary Chapman

The Five Languages of Apology, Dr. Gary Chapman

The Marriage Clinic, Dr. John Gottman

The Relationship Cure: A 5 Step Guide to Strengthening Your Marriage, Family, and Friendships, Dr. John Gottman

The Seven Habits of Highly Effective People, Stephen Covey

The Seven Principles for Making Marriage Work, Dr. John Gottman

self-compassion.org

Relationship satisfaction test (RSAT) – Week 8

Name	
Date	Date of birth (MM/DD/YYYY)

INSTRUCTIONS	0 – Very dissatisfied	1 – Moderately dissatisfied	2 – Slightly dissatisfied	3 – Neutral	4 – Slightly satisfied	5 – Moderately satisfied	6 – Very satisfied	SUBTOTALS
Indicate how much satisfaction you have been feeling in your closest relationship on a scale from 0 (very dissatisfied) to 6 (very satisfied).								
1. Communication and openness								
2. Resolving conflicts and arguments								
3. Degree of affection and caring								
4. Intimacy and closeness								
5. Satisfaction with your role in the relationship								
6. Satisfaction with the other person’s role in the relationship								
7. Overall satisfaction with the relationship								
TOTAL SCORE								

Note: You can use this test to evaluate your relationship with your spouse, a family member, colleague, lover or friend.

We are collecting this information according to the requirements specified in the Health Information Act of Alberta, sections 27 (1)(a), (g)

Copyright © 1983 by David D. Burns, MD | October 2016 | Version 1.0 – April 2016 | Relationships in motion

Relationship readiness – Week 8

Name	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
Date	Age: <input type="checkbox"/> 18 – 24 <input type="checkbox"/> 25 – 44 <input type="checkbox"/> 45 – 64 <input type="checkbox"/> 65+

Personal and lifestyle changes

	Very little ← → Very much									
1. INSTRUCTIONS If 1 is very little and 10 is very much, where would you place yourself?	1	2	3	4	5	6	7	8	9	10
A. I am ready to take action to enhance my relationships.	1	2	3	4	5	6	7	8	9	10
B. Improving my relationships is important to me.	1	2	3	4	5	6	7	8	9	10
C. I am confident I have adequate tools/strategies to manage my relationships.	1	2	3	4	5	6	7	8	9	10
D. I feel I have the knowledge to improve my relationships.	1	2	3	4	5	6	7	8	9	10

Thank you for completing this survey!

We are collecting this information according to the requirements specified in the Health Information Act of Alberta, sections 27 (1)(a), (g)

Participant evaluation – Week 8

Date

We welcome your feedback about the Relationships In Motion program and are interested in your experience with the program. Please check the box that best describes your answer.

About the program

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
1. Please check the box that reflects your overall satisfaction in taking the Relationships in motion program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please check the best answer about the Relationships in motion program	Strongly disagree	Disagree	Agree	Strongly agree
a. The program content was relevant to my needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The program was easy to understand and follow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The program provided opportunities to learn and practice my skills to build better relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The program handouts are a useful reference in practicing relationship building skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I am confident I can use the skills learned in my daily life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The workshop environment felt safe and non-judgemental.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The instructors were knowledgeable and prepared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. What was most helpful about this program?

4. What was least helpful about this program?

Personal changes

5. Which three Relationship strategies do you intend to use on a regular basis?

6. How have you changed as a result of this program?

About you

7. Are you? Male Female

8. Age: 18-24 25-44 45-64 65+

Thank you for completing this survey!

