

Healthy Relationships Module Evaluation

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Overview

Using a prevention science framework, Parenting: It's a Life (PIAL) is a comprehensive life skills program aimed at educating middle and high school students about the emotional, social, and financial aspects of parenting and relationships. PIAL delivers several unique modules that cover life skills, including (1) Healthy Relationships, (2) Cost of Raising a Child, (3) Resiliency, (4) Mental Health, and (5) Career Readiness. The current report focuses on the [Healthy Relationships](#) module.

The PIAL team launched an updated version of the Healthy Relationships module for the 2023-2024 academic year. The updated module has new activities, and the pre- and post-surveys have new questions.

The Healthy Relationships module was administered to 17 schools during the 2023-2024 academic year (between September 2023 and May 2024). Students completed a pre-survey ($n = 415$) before attending the module and a post-survey ($n = 360$) after attending the module. A total of 295 youth completed both the pre- and post-survey.

Aims

The analyses in this brief report relate to three aims:

- summarize the demographic characteristics of students involved
- summarize students' change in knowledge of healthy relationships before and after attending the module
- explore themes related to students' reflection of the module

Procedure

Pre-surveys were administered in the classroom before the delivery of the Healthy Relationships module. Post-surveys were administered after the delivery of the Healthy Relationships module debriefing session. Students completed the surveys electronically via Qualtrics. Student responses were anonymous; students provided initials, birth date, and birth month to match pre and post-surveys. All participants provided consent prior to completing both the pre and post-survey.

The delivery of PIAL modules included arriving at the classroom before class began to set up electronic equipment and activity materials. Students began each module by engaging in a presentation that 1) provided an overview of basic concepts, 2) gave real-world examples, and 3) asked students to think critically and answer questions both independently and together as a group.

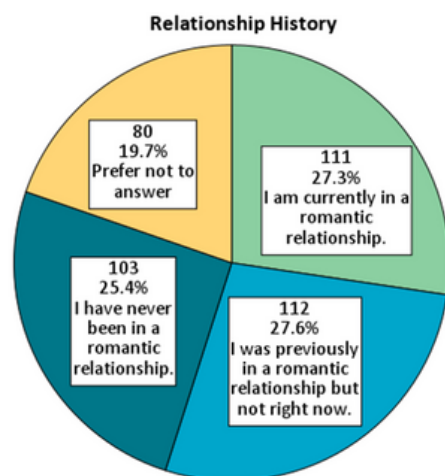
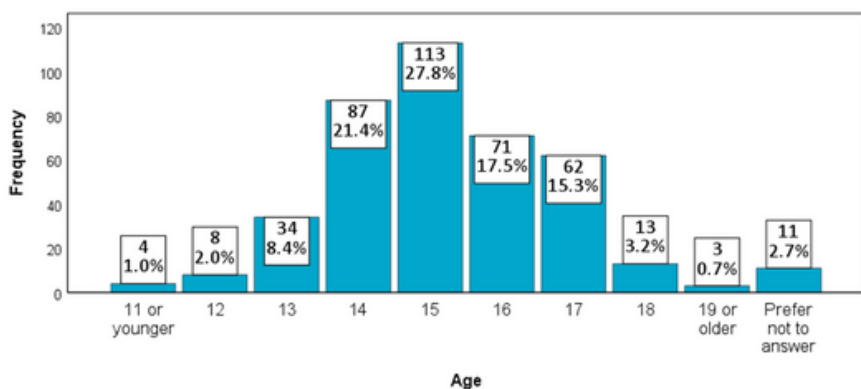
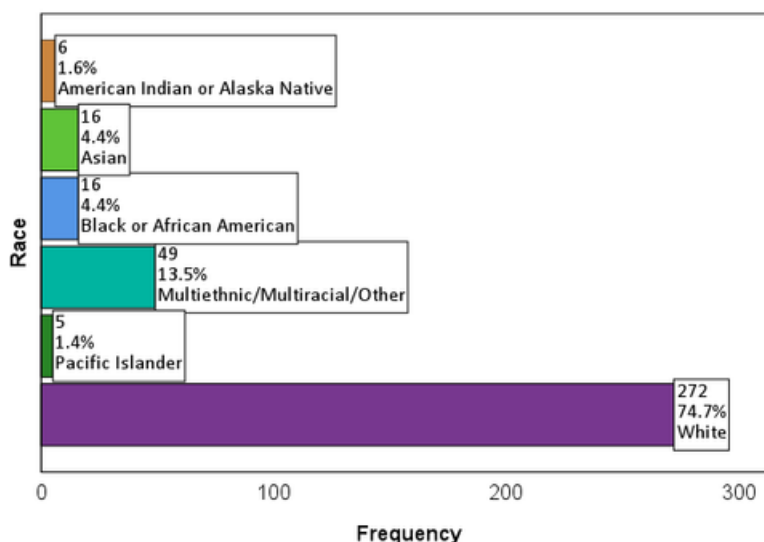
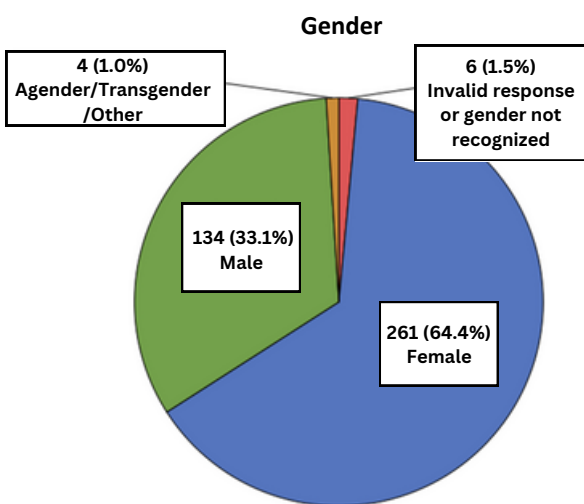
Three questions appeared on both the pre- and post-surveys and each had one correct and two incorrect answer options. The pre-survey and post-survey each included one unique open-ended question. (*See the long report for more details on assessment questions and answers*)



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1 Demographics

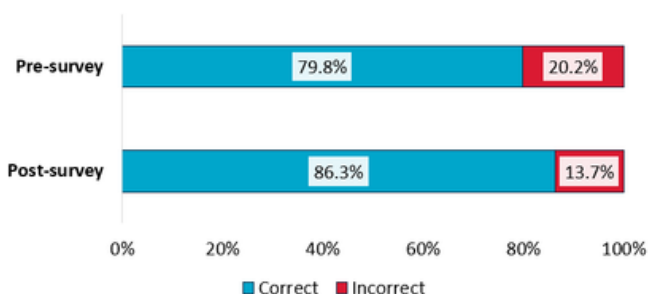
Demographic data were calculated based on responses to the pre-survey ($n = 415$) and are displayed in the figures below. Ten youth (2.5%) were missing gender information, nine youth (2.2%) were missing age information, and 51 youth (12.3%) were missing information on race.



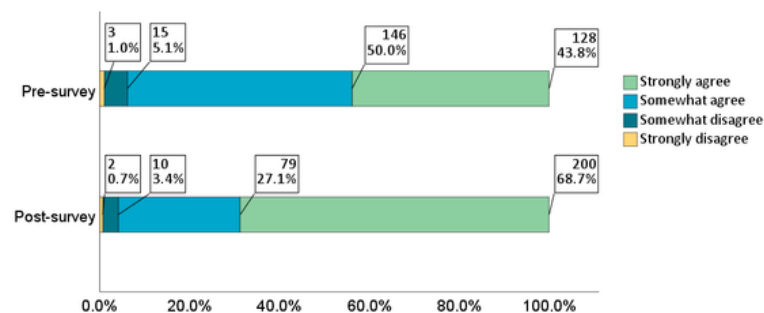
2 Change in Knowledge and Confidence

Various statistical tests were used to calculate change in scores from the pre-survey to the post-survey ($n = 295$). Findings suggest some positive change in students' knowledge of healthy relationships and where to access resources. Notably, only two of the four items on the surveys showed statistically significant improvement (see figures below). The data suggest overall high baseline knowledge students had regarding healthy relationships left limited room for further gains. (See the long report for more details on statistical analyses and results)

"Which is healthy in a relationship?"



"I am confident I know where to access resources related to healthy/unhealthy relationships."



3 Student Reflections

To better understand what youth would like to learn about healthy relationships, the pre-survey included the open-ended question: *“What would you like to know about relationships?”* To draw themes from what students would like to know, we conducted an inductive coding process across two raters. Of the 407 responses, raters came to a substantial agreement (Cohen’s $k = .72$) on the following themes:

General information/anything

“Just need to know facts and some basic information”

What do relationships look like?

“What they look like, traits, in a Gen Z atmosphere”

More information on healthy or unhealthy behaviors, attitudes, or contexts

“Is it healthy when they slap you as a joke?”

How to start/maintain healthy relationships, improve relationships, or avoid unhealthy relationships

“How do you maintain a healthy relationship and keep it continuing?”

How to communicate with others

“How to deal with arguments correctly and how to help the other through personal issues”

Other aspects of relationships

“I would like to know what is the best to do when you are in a relationship you have a child and there is a violation”

To assess how students will use the information they learned after attending the module, the post-survey included the open-ended question: *“How will you use what you've learned from the Healthy Relationships module in your relationships?”* Of the 346 responses, the two raters came to substantial agreement (Cohen’s $k = .75$) on the following themes:

I will use the Healthy Relationships module generally

“I will apply it to the relationships in my life including romantic ones, ones between family members, and friendships.”

I will actively use the Healthy Relationships module to have healthy relationships, adjust my relationships, maintain healthy relationships, or avoid unhealthy relationships

“I will make sure that all my relationships are healthy and not put myself in a position where I am in an unhealthy relationship.”

I will use what I've learned to help others

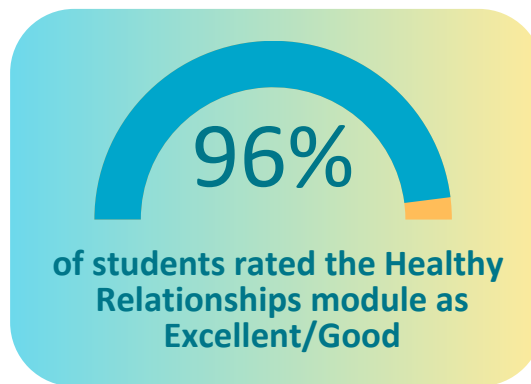
“If I see any of this happening to my friends I will talk to them about it”

I will use the Healthy Relationships module to help me identify good or bad characteristics in a relationship or identify healthy/unhealthy relationships

“Understand and know the signs of toxic relationships”

I will use what I've learned to adjust my specific behaviors or take action, such as continuing good/healthy behaviors or avoiding/ending unhealthy behaviors

“I will take this and put it into every relationship I have, and try and communicate and make sure its 50/50 effort as much as possible.”



4 Conclusions and Future Directions

Nearly all students (96%) expressed positive experiences with the module, noting that it deepened their understanding of healthy relationships and provided them with practical tools they intend to use in their personal lives. The evaluation of the Healthy Relationships module highlights the need for a more sensitive quantitative assessment that can better capture the nuances of the module's impact. To address this, we are currently working on developing enhanced assessment tools that will be more effective in measuring the program's influence on students' learning.