

SEXUAL ENRICHMENT PROGRAM EFFECTIVENESS  
WITH NORMAL COUPLES

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BY  
NANCY ELAINE SHELBY BADGWELL, B.S., M.A.

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We hereby recommend that the dissertation prepared under  
our supervision by Nancy Elaine Shelby Badgwell  
entitled Sexual Enrichment Program Effectiveness

With Normal Couples

be accepted as fulfilling this part of the requirements for the Degree of \_\_\_\_\_  
Doctor of Philosophy

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## TABLE OF CONTENTS

ACKNOWLEDGEMENTS . . . . .	iii
LIST OF TABLES . . . . .	vi
Chapter	
I. INTRODUCTION . . . . .	1
Statement of Problem . . . . .	3
Purpose . . . . .	5
Hypotheses . . . . .	5
Definition of Terms . . . . .	6
Delimitations . . . . .	7
Summary . . . . .	7
II. REVIEW OF LITERATURE . . . . .	9
III. METHODS AND PROCEDURES . . . . .	17
Subjects . . . . .	17
Instrumentation . . . . .	18
Treatment . . . . .	20
Procedures . . . . .	21
Analysis of Data . . . . .	22
IV. FINDINGS . . . . .	24
Subjects . . . . .	24
Hypotheses . . . . .	24
Additional Findings . . . . .	35
V. SUMMARY, DISCUSSION, RECOMMENDATIONS AND CONCLUSIONS . . . . .	39
Summary . . . . .	39
Discussion . . . . .	40
Recommendations . . . . .	42
Conclusions . . . . .	42

## APPENDICES

A: Instruments . . . . .	45
B: Demographic Data . . . . .	54
C: Sexual Enrichment Program Evaluation Form . . .	56
D: Occupation of Participants . . . . .	58
E: List of Abbreviations . . . . .	60
F: Sexual Enrichment Program for Normal Couples - Program Outline . . . . .	62
G: Sexual Enrichment Program Reference List . . .	89
REFERENCE LIST . . . . .	92

## LIST OF TABLES

### Table

1. Means and Standard Deviations of Age, Marital Length, Marital Frequency, and Educational Level of the Treatment and Control Groups . . . . .	25
2. Frequencies and Percent of Groups by Religion . . . . .	25
3. Frequencies and Percent of Groups by Occupation . . . . .	26
4. Analysis of Variance of Affection Ideal Scale . . . . .	27
5. Analysis of Variance of Friendship Ideal Scale . . . . .	28
6. Analysis of Variance of Eros Ideal Scale . . . . .	29
7. Analysis of Variance of Empathy Ideal Scale . . . . .	30
8. Analysis of Variance of Affection Other Scale . . . . .	31
9. Analysis of Variance of Friendship Other Scale . . . . .	32
10. Analysis of Variance of Eros Other Scale . . . . .	33
11. Analysis of Variance of Empathy Other Scale . . . . .	34
12. Analysis of Variance of Overall Total Score on Dyadic Adjustment Scale . . . . .	35
13. Means and Standard Deviations of Treatment and Control Groups for the Affection Scale of the CRI . . . . .	36

14.	Means and Standard Deviations of Treatment and Control Groups for the Friendship Scale of the CRI . . . . .	36
15.	Means and Standard Deviations of Treatment and Control Groups for the Eros Scale of the CRI . . . . .	37
16.	Means and Standard Deviations of Treatment and Control Groups for the Empathy Scale of the CRI . . . . .	37
17.	Means and Standard Deviations of Groups on DAS . . . . .	38

## CHAPTER I

### INTRODUCTION

There is an ever increasing need to improve the quality of family life today. The strength of the marital dyad is the foundation for the effective functioning of a healthy family system. Mace and Mace (1976) argued that because the marital dyad is the central subunit of the nuclear family, family living might be made more fulfilling as a result of marriages which have had growth inducing experiences.

Stahmann and Hiebert (1977) agreed that the marital relationship provides the foundation for all other family relationships. They stated further that a respectful and loving relationship between husband and wife will set a model of love and respect that the children would tend to imitate in their interactions with others.

An important component of the marital dyad is a satisfactory sexual relationship. Heiman, LoPiccolo and LoPiccolo (1981) added that sexual and social skill development also play an important role in the building of a more satisfying sexual relationship. Katchadourian (1972) spoke of a new kind of patient who seemed to be emerging,



one with an apparently functioning sex life who nevertheless was dissatisfied with it. It is generally agreed that many normal couples are lacking in sexual information (Masters & Johnson, 1966). Heiman, LoPiccolo and LoPiccolo (1981) agree that couples lack sexual knowledge, technique, and personal communication. These authors also pointed to the fact that satisfactory sexual functioning is rarely discussed in the literature except in an absence of sexual dysfunction.

LoPiccolo and Miller (1978) pointed to the absence of an attempt to apply behavioral technology to enhancing the sexual relationship of normal couples. Ford and Beach (1951), Mace (1976), and LoPiccolo and Miller (1978) all suggest that an attempt has not been made to enhance the sexual relationship of normal couples. Heiman, LoPiccolo and LoPiccolo (1981) reported several relationship factors which have been gleaned from clinical and research reports on the attributes of satisfying sexual relationships. These factors include flexibility, openness, active intimacy and involvement, trust and commitment, love, erotic attraction, freedom, autonomy, and responsibility. These authors added that these factors have not been systematically researched.

LoPiccolo and Miller (1978) reported that a variety of techniques such as education, skill training, cognitive therapy, and sensory awareness are important for enhancing the quality of a couple's sexual relationship. This information can be helpful in correcting the misconceptions a couple might have regarding the necessities of a good sexual relationship. Heiman, LoPiccolo and LoPiccolo (1981) suggested that sensory awareness exercises could be useful for connecting the cognitive and physical experience of sex as well as for relaxation.

Zilbergeld and Reingold (1980) pointed out that the meaning of sex for each partner must be explored in order to determine the function of their sexual relationship, whether the function is to decrease distance, to perform perfectly, to enhance communication, to solve problems, to release tension, or to get attention. They also suggested helping couples reevaluate their assumptions about the personal gains and losses they experience through sexual conduct.

#### Statement of Problem

In order to strengthen the functioning of a healthy family system, a Sexual Enrichment Program (SEP) has been developed. The SEP has been designed specifically to enhance the sexual relationship of normal couples. Normal

couples being defined as those couples who find their sexual life unrewarding despite the absence of any specific sexual dysfunction. The SEP meets the needs of the couple by providing within a safe group setting, basic factual information concerning the physiological aspects of human sexual functioning, behavioral homework assignments, educational activities, and sensory awareness exercises which will help both partners become aware of and accept himself or herself as a sexual being.

Maddock (1976) suggested that sexual education and enrichment processes are appropriate for helping the entire family network. He reported the results of a pilot program in sex education for parents and adolescents at the University of Minnesota. The preliminary results of that program indicated an enthusiastic response by participants and in increase in understanding and in effective communication between generations.

In addition to improving the marital relationship, the SEP will provide a basis for parents to fulfill their role as sex educator within the family unit. As a result of the SEP, parents will be better informed about sexuality and more comfortable in discussing sexuality within the family.

### Purpose

The goal of the SEP was to strengthen the family unit by improving the marital relationship. The specific purpose of this study has been to assess the effectiveness of the Sexual Enrichment Program.

### Hypotheses

1. There will be no significant difference between the means of the pretest and the posttest scores of the groups on the Affection "Ideal" scale as measured by the Caring Relationship Inventory.
2. There will be no significant difference between the means of the pretest and posttest scores of the groups on the Friendship "Ideal" scale as measured by the Caring Relationship Inventory.
3. There will be no significant difference between the means of the pretest and posttest scores of the groups on the Eros "Ideal" scale as measured by the Caring Relationship Inventory.
4. There will be no significant difference between the means of the pretest and posttest scores of the groups on the Empathy "Ideal" scale as measured by the Caring Relationship Inventory.
5. There will be no significant difference between the means of the pretest and posttest scores of the groups

on the Affection "Other" scale as measured by the Caring Relationship Inventory.

6. There will be no significant difference between the means of the pretest and posttest scores of the groups on the Friendship "Other" scale as measured by the Caring Relationship Inventory.

7. There will be no significant difference between the means of the pretest and posttest scores of the groups on the Eros "Other" scale as measured by the Caring Relationship Inventory.

8. There will be no significant difference between the means of the pretest and posttest scores of the groups on the Empathy "Other" scale as measured by the Caring Relationship Inventory.

9. There will be no significant difference between the means of the pretest and posttest scores of the groups as measured by the overall total scale score on the Dyadic Adjustment Scale.

#### Definition of Terms

Normal couple: defined for this study as those couples who find their sexual life unrewarding despite the absence of any specific sexual dysfunction.

Affection: a helping, nurturing form of love (Shostrom, 1967).

Friendship: peer love based on a common interest and respect for each other's equality and individual identity (Shostrom, 1967).

Eros: a possessive, romantic form of love which includes factors such as inquisitiveness, jealousy, and exclusiveness, as well as sexual desire (Shostrom, 1967).

Empathy: a charitable, altruistic form of love which is expressed by a deep feeling for another person as a human being (Shostrom, 1967).

Ideal: the person one would like to be married to (Shostrom, 1967).

Other: the person one is married to (Shostrom, 1967).

#### Delimitations

1. This study was limited to couples who were legally married and living together.
2. This study was limited to only those couples who volunteered to participate in the study.
3. This study was limited to legally married couples who had no marital therapy within the past two years.

#### Summary

In summary, the author agrees with Mace and Mace (1976) who stated that "one of the serious weaknesses of our current service systems to married couples has been that we

have concentrated entirely on the couples with disturbed marriages and ignored happily married ones." It has been the hope of this author that this study would enhance family life by enriching the sexual relationship of happily married couples.

## CHAPTER II

### REVIEW OF LITERATURE

Sexual functioning is rarely discussed in the literature except in terms of sexual dysfunction. There have been few studies reported which have dealt with sexual enrichment for normal couples.

LoPiccolo and Miller (1978) developed a program for enhancing the sexual relationship of normal couples on the basis of their experience of treating sexual problems. Their program had a structured format and attempted to integrate behaviorial and group process systems techniques.

In their study the emphasis was on open and honest communication, direct interpersonal feedback and a focus on the here and now. Encounter group techniques as well as specific behaviorial techniques from sex therapy were utilized in their study. Each of the four groups in the study had three client couples and a male and female co-leadership couple. The groups met for three, three hour sessions over a weekend. Private homework assignments were given for Saturday night and a follow up session was held two weeks later.



An untreated control group was given the assessment battery at the same time as the four experimental groups. The Sexual Interaction Inventory (SII) and the Fundamental Interpersonal Relationship-Orientation Behavior Scale (FIRO-B) were used. Statistical analysis indicated that gains were significant on the SII in comparison to the control group and also in relationship to their own pre-test scores. These gains were maintained at a 3-month follow up.

Changes in the FIRO-B however did not show significant gains for the clients nor did the scores differ from the control group. These findings suggested that the effects of the group were specific to change in the sexual relationship. In concluding their report of the study, the authors stated their hope that others would be encouraged to use their procedure for enhancing sexual relationships of normal couples.

Travis and Travis (1975) described their Pairing Enrichment Program (PEP) which was designed for married couples who wished to enhance their interpersonal relationship. The PEP was characterized as a structured, couple-oriented, positive approach to improving both social and sexual communication in marriage.

The PEP was based on principles of self actualization and interpersonal growth. The treatment plan had two

formats, both offering the same program. One was a 12-hour weekend format and the other a three week format in which the couple met 2 hours, twice a week for three weeks.

The authors of the PEP reported the results of two separate studies which indicated a significant movement toward greater self actualization as measured by the Personal Orientation Inventory (POI). An analysis of variance showed significant movement toward self actualization on eleven of the twelve POI scales. Most couples in the PEP indicated "they had not communicated either socially or sexually in that way in years and they believed that through the experience they had started on a new venture toward developing a more rewarding, meaningful and significant marital partnership." One weakness of this study was the absence of a measure of sexual satisfaction.

Maddock (1976) described the Sexual Health Program at the University of Minnesota Medical School. He explained that the program was a process of education and enrichment. This program of guided education and enrichment was composed of certain basic experiences which were useful to couples seeking growth and positive change as well as those with identified sexual problems. The five principles of this program were, responsibility for self, permission

to be sexual, methods of re-education, increased awareness, and structured behavior change.

Maddock defined a healthy sexual relationship as one "in which there is a significant amount of shared sexual meanings and mutually acceptable behaviors to allow both partners to maintain their individual sense of personal integrity while deriving satisfaction from their patterns of sexual interaction". He explained further, "a healthy sexual relationship reflects more than simply the absence of overt sexual conflict or dysfunction. It implies basic knowledge, certain behavioral skills, and most important, a mutual desire for physical and emotional intimacy."

In the Sexual Health Program, couples presented a variety of sexual concerns and were screened, then an attempt was made to provide the broadest range of services while maintaining a focus on sexuality. Sexual enrichment programs combined basic education, communication training, self awareness, and insight therapies. Programs of enrichment and education lasted from fifteen to sixty hours over a three to ten week period.

A battery of instruments were used for screening at the Sexual Health Center. The basic evaluation instruments were the Berger Acceptance Scales and the Sexual Interaction Inventory. A sample of data collected during the

first year of the program indicated that for thirteen couples in the Enrichment and Education program, significant gains were made on the Berger scales. Maddock found that all eleven scales on the SII were in the direction of increased sexual satisfaction, seven of the eleven scales showed significant gains.

Maddock (1976) also found that there were indications that "the improvement of a couples sexual interaction did have carry over effects into the remainder of the relationship and also that the marital and sexual dynamics were not yet fully understood." He suggested more research was needed before anything more than clinical impressions could be reported with confidence.

Sarver and Murry (1981) reported their study which measured knowledge of human sexuality in couples reporting high marital satisfaction and seeking counseling to test the hypothesis that knowledge of sexuality was related to marital happiness.

In their study, the Sex Information Test (SIT) was administered to both husbands and wives of two groups, those reporting high marital satisfaction and those reporting dissatisfaction and seeking marital counseling. It was hypothesized that the happily married couples would have

higher scores indicating greater factual knowledge of sexuality.

Mean SIT scores were calculated for groups of high and low marital satisfaction. The differences between means were tested for significance by means of a t-test. The results supported the hypothesis that the high marital satisfaction subjects would have a higher level of factual sexual knowledge than the low marital satisfaction subjects. Subjects were asked to self rate their present marital satisfaction as high or low.

Sarver and Murry felt their study supported the notion that knowledge of human sexuality is of fundamental importance to marital happiness in general as well as specifically to sexual functioning. These authors made an alternative formulation that sexual knowledge is important to sexual functioning and sexual functioning is a fundamentally important component of a happy marriage. Sarver and Murry also pointed to the need for further research which can determine the relationship between sexual knowledge, function, and marital happiness.

Madison (1981) reported the results of an 8-hour, one-day workshop for men only. She reported the results of the workshop included more reported comfort with discussing sexual attitudes and behavior, more positive body

image, and ease in being more assertive in relation to their partner. She suggested that this workshop was useful as an adjunct to on-going individual, couples, and group therapy in changing sexual attitudes and behaviors, as well as beneficial in the education and training of mental and medical health professionals.

Although no formal evaluation was made, over 150 men attended the workshops. Approximately two-thirds were married and between the ages of 22 and 81 with most being in the 35-50 age group. Format for the workshops included male/female role conditioning, body image, genital image, sexual response, sexual relationships, sexual communication, and sexual values.

Geiss and O'Leary (1981) reported several areas which received support as clinically relevant for future research on the basis of responses of practicing marital therapists. Communication emerged as a topic of high priority for future marital therapy research. Based on percentages of couples who identified problems in twenty-nine areas of marriage, the five highest percentages were in communication, unrealistic expectations of marriage or spouse, demonstration of affection, lack of loving feelings, and sex. The primary objective of the Geiss and O'Leary project was to obtain practicing therapists' input in the

direction of research programs. These authors hoped that their project would aid in making marital therapy research more responsive to the needs of its intended consumers.

From these studies it can be seen that replicable research in the area of sexual enrichment for normal couples is sparse, which does point to the need for research in the area. Again, the purpose of this study was to evaluate the effectiveness of a Sexual Enrichment Program for normal couples.

## CHAPTER III

### METHODS AND PROCEDURES

#### Subjects

This study was conducted in the Fall of 1981. Twenty-eight couples participated in the study. There were seven couples in each of four groups. Subjects were couples who were legally married to each other and living together and who volunteered to participate. Subjects for the study were obtained through referral. ?

An initial interview was held with each participant couple before the beginning of the SEP. This interview was conducted in order to determine if the couple qualified for the program, that is, each partner showed an interest in seeking personal growth and positive change in their marital relationship. In addition to the initial interview, the participating couples were also invited for a follow up individual session with the program leader after completion of the program. This was done so the couples might learn of the outcome of their assessment inventories and the program leader could respond to their questions and concerns.



In order to secure the cooperation of the control group they were offered the same treatment after the post-testing was completed.

### Instrumentation

#### Dyadic Adjustment Scale

The Dyadic Adjustment Scale (Spanier, 1976) is aimed at assessing the quality of marriage and other similar dyads. The scale consisted of 32 items, and was scored on a 6-point scale. The overall total scale score was used in this study.

Spanier established reliability and validity of the instrument in the following manner. Items included in the Dyadic Adjustment Scale were evaluated by three judges for content validity. The scale was administered to a married sample of 218 persons and a divorced sample of 94 persons. Each of the 32 items in the scale correlated significantly with the external criterion of marital status. For each item, the divorced sample differed significantly from the married sample using a t-test for assessing the differences between sample means. The mean total scale scores for the married and divorced samples were 114.8 and 70.7 respectively. These scores were significantly different at the .001 level.

Since all items with content validity used in previous marital adjustment scales were included in the research instrument originally tested, it was possible to assess how the Dyadic Adjustment Scale correlated with the other previously used marital adjustment scales. The Locke Wallace Adjustment Test (Spanier, 1976) was selected for assessing whether the Dyadic Adjustment Scale measured the same general constructs as a well accepted marital adjustment scale. The correlation between the two scales was significant at the .001 level.

Because of the interest in producing a comprehensive dyadic adjustment scale, with identifiable and empiracally verified components, reliability was determined for each of the component scales as well as the total score. Cronbach's Coeffecient Alpha was used to gain a measure of internal reliability. The total scale reliability was .96. This data indicated that the total scale and its components have sufficiently high reliability to justify their use.

#### Caring Relationship Inventory

The Caring Relationship Inventory was developed by Shostrom (1967) to measure the essential elements of love and caring in human relationships. This inventory consisted of 83 items to which participants responded "true"

or "false" as that item pertained to their spouse, (Other), and again as that item pertained to an "Ideal" spouse. In this study, items on the CRI were scored for four elements of love: Affection, Friendship, Eros, and Empathy.

Shostrom, Knapp and Knapp (1976) have described the theoretical foundation of the CRI as a measure of interpersonal actualizing and effectiveness in the marital relationship. Split half reliability based on a sample of successfully married couples, troubled couples, and divorced individuals suggested adequate internal reliability for the CRI scales and were at a level commensurate with other inventories. These other inventories included the Pair Attraction Inventory and the Personal Orientation Inventory (Shostrom, 1967). In general, correlations among the scales were positive, having a magnitude of .60 to .70 in the case of Affection and Friendship.

#### Treatment

Treatment consisted of a six week sexual enrichment program (SEP). Couples met in a group setting two hours, once a week for six weeks. The experiences of the program were designed to provide couples an opportunity to enrich their marital relationship by developing sexual self awareness and sharing that awareness with their partner. Sessions included basic sexual knowledge, relaxation,

exercises, communication skills, sexual myths and misinformation. Couples also examined their own psychosexual development and were encouraged to do homework assignments each week. Each of the six sessions had a specific goal and the activities and procedures for each session were aimed at achieving that goal. (See Appendix E)

At the end of the program, participants were asked to complete an informal written evaluation of the program.

### Procedures

#### Research Design

The Solomon Four Group Design (Campbell & Stanley, 1963) was used to assess the effectiveness of the SEP.

#### Solomon Four Group Research Design

E	Group 1	R	O <sub>1</sub>	X	O <sub>2</sub>
C	Group 2	R	O <sub>3</sub>		O <sub>4</sub>
E	Group 3	R		X	O <sub>5</sub>
C	Group 4	R			O <sub>6</sub>

#### Randomization and Assignment to Groups

Each couple was assigned a number upon contacting the author. A random number key on the SR 51A calculator was used for randomization of couples. The calculator had a

capacity from 0 to 100. The first 7 random numbers from 1 to 28 which appeared on the random generator were assigned to group number 1 and so forth. Using this method the couples were randomly assigned to one of the four groups, either experimental (1 and 3) or control (2 and 4).

### Pre and Post Testing

An overall total scale score from the Dyadic Adjustment Scale, four "Ideal" and four "Other" scales of the Caring Relationship Inventory were used for pre and post testing. These were self administered by the participants and scoring was done by the author.

Group 1 completed the pre test at the beginning session and posttesting at the end of the final session. Group 2 completed posttesting at the final group session. Groups 3 and 4 completed the pre and posttests by mail. Tests for groups 3 and 4 were sent by mail to participants to be completed at home and returned to the researcher.

### Analysis of Data

A two-way analysis of variance was used to test the overall difference of means on treatment and control, Ideal and Other scores as measured by the Caring Relationship Inventory, and an overall total score on the Dyadic Adjustment Scale.

	No X	X
Pretested	O <sub>4</sub>	O <sub>2</sub>
Unpretested	O <sub>6</sub>	O <sub>5</sub>

From the column means, the main effect of the SEP treatment was estimated. From the row means, the main effect of pretesting, and from the cell means, the interaction of testing. An analysis of covariance was then applied on all scales, using the pretest scores as the covariate. This indicated the main and interactive effects of pretesting to be negligible. Thus the specific purpose of the study was to assess the gains made by the experimental group and compare them to the gains made by the control group in order to evaluate the effectiveness of the Sexual Enrichment Program.

## CHAPTER IV

### FINDINGS

The goal of the SEP was to strengthen the marital unit by enriching the sexual relationship. This research was concerned with the evaluation of the SEP. The specific purpose of this study was to assess the effectiveness of the SEP.

#### Subjects

Demographic information gathered on each participant included age, sex, occupation, length of present marriage, number of previous marriages, educational level, and religion. This information can be seen in Tables 1, 2, and 3.

#### Hypotheses

HO<sub>1</sub>. There will be no significant difference between the means of the pretest and posttest scores of the groups on the Affection Ideal scale as measured by the Caring Relationship Inventory.

A two-way analysis of variance was first applied. The main and interactive effects of pretesting were found to be negligible for the Affection Ideal Scale of the CRI. An

Table 1  
Means and Standard Deviations of Age, Marital  
Length, Marital Frequency, and Educational  
Level of the Treatment and  
Control Groups

	Treatment	Control
	M(SD)	M(SD)
Age	40.5 (9.81)	36.36 (6.16)
Length of Marr.	17.4 (9.92)	10.57 (6.85)
Previous Marr.	.35( .63)	.21 ( .42)
Educational Level	3.17( .99)	4.21 ( .58)

Table 2  
Frequencies and Percent of Groups  
by Religion

	Treatment		Control	
	Frequency	Percent*	Frequency	Percent*
Protestant	24	86	21	75
Catholic	3	11	1	03
Jewish	0	0	3	11
Other	1	3	3	11

\* may not total 100% due to rounding



Table 3  
Frequencies and Percent of Groups  
by Occupation

	Treatment		Control	
	Frequency	Percent*	Frequency	Percent*
Business	7	25	8	29
Laborer	1	03	1	03
Professional	13	46	11	39
Housewife	5	18	7	25
Minister	1	03	0	00
Student	1	03	1	03

\*may not total 100% due to rounding

analysis of covariance was then performed. Table 4 indicates that there was no significant difference ( $p. > .05$ ) in the mean gain scores among the groups. Therefore the data failed to reject the null hypothesis.

Table 4  
Analysis of Variance of Affection  
Ideal Scale

Source of Variation	ss	df	ms	F
Covariates PIA*	2.099	1	2.099	1.223
Main effects GRP**	1.097	1	1.097	0.639
Residual	42.911	25	1.716	
Total	46.107	27	1.708	

\*Pre Ideal Affection

\*\*Group

HO<sub>2</sub>. There will be no significant difference in the pre-test and posttest scores of the groups on the Friendship Ideal Scale as measured by the Caring Relationship Inventory.

A two-way analysis of variance was first applied. The main and interactive effects of pretesting were found to be negligible for the Friendship Ideal scale of the CRI. An analysis of covariance was then performed. Table 5

indicates that there was no significant difference ( $p. > .05$ ) in the mean gain scores among the groups. Therefore, the data failed to reject the null hypothesis.

Table 5  
Analysis of Variance of  
Friendship Ideal Scale

Source of Variation	ss	df	ms	F
Covariates PIF*	13.320	1	13.320	17.090
Main effects GRP**	.625	1	.625	.801
Residual	19.484	25	.779	
Total	33.429	27	1.238	

\*Pre Ideal Friendship

\*\*Group

HO<sub>3</sub>. There will be no significant difference between the means of the pretest and posttest scores of the groups on the Eros Ideal scale as measured by the Caring Relationship Inventory.

A two-way analysis of variance was applied. The main and interactive effects of pretesting were found to be negligible for the Eros Ideal scale of the CRI. An analysis of covariance was then performed. No significant difference ( $p. > .05$ ) of the mean gain scores was found among the

groups. Therefore, the third null hypothesis was not rejected. Table 6 shows the results of the analysis of data for the Eros Ideal scale.

Table 6  
Analysis of Variance of  
Eros Ideal Scale

Source of Variation	ss	df	ms	F
Covariates PIE*	90.788	1	90.788	12.049
Main effects GRP**	.085	1	.084	0.011
Residual	188.377	25	7.535	
Total	279.250	27		

\*Pre Ideal Eros

\*\*Group

HO<sub>4</sub>. There will be no significant difference between the means of the pretest and posttest scores of the groups on the Empathy Ideal scale as measured by the Caring Relationship Inventory.

A two-way analysis of variance was applied. The main and interactive effects of pretesting were found to be negligible for the Empathy Ideal scale of the CRI. An analysis of covariance was then performed. Table 7 indicates that there was no significant difference ( $p. > .05$ )

in the mean gain scores among the groups. Therefore, the data failed to reject the null hypothesis.

Table 7  
Analysis of Variance of  
Empathy Ideal Scale

Source of Variation	ss	df	ms	F
Covariates PIM*	9.939	1	9.939	3.610
Main effects GRP**	.088	1	.088	.320
Residual	68.830	25	2.753	
Total	78.857	27	2.291	

\*Pre Ideal Empathy

\*\*Group

HO<sub>5</sub>. There will be no significant difference between the means of the pretest and posttest scores of the groups on the Affection Other scale as measured by the Caring Relationship Inventory.

A two-way analysis of variance was applied. The main and interactive effects of pretesting were found to be negligible for the Affection Other scale of the CRI. An analysis of covariance was then performed. Table 8 indicates that there was a significant difference ( $p. < .05$ )

in the mean gain scores among the groups. Therefore, the fifth null hypothesis was rejected.

Table 8  
Analysis of Variance of Affection Other Scale

Source of Variation	ss	df	ms	F
Covariates POA*	36.863	1	36.863	21.033
Main effects GRP**	10.037	1	10.037	5.727***
Residual	43.815	25	1.753	
Total	90.714	27	3.360	

\*Pre Affection Other

\*\*Group

\*\*\*Sig at .05 alpha level

HO<sub>6</sub>. There will be no significant difference between the means of the pretest and posttest scores of the groups on the Friendship Other scale as measured by the Caring Relationship Inventory.

A two-way analysis of variance was performed. The interactive effects of pretesting were found to have an effect. Table 9 shows there was no significant difference ( $p. > .05$ ) in the mean scores of the groups on the Friendship Other scale of the CRI. Therefore, the data failed to reject the null hypothesis.

Table 9  
Analysis of Variance of Friendship Other Scale

Source of Variation	ss	df	ms	F
Main effects	23.607	2	11.804	2.477
Group	6.446	1	6.446	1.353
Subgroup	17.161	1	17.161	3.601
2-way interactions				
Group Subgroup	24.446	1	24.446	5.130
Residual	247.786	52	4.765	
Total	295.839	55	5.379	

HO<sub>7</sub>. There will be no significant difference between the means of the pretest and posttest scores of the groups on the Eros Other scale as measured by the Caring Relationship Inventory.

A two-way analysis of variance was first applied. The main and interactive effects of pretesting were found to be negligible. An analysis of covariance was then performed. Table 10 indicates that there was no significant difference ( $p > .05$ ) in the mean gain scores among the groups after adjusting for the covariate. Therefore, the data failed to reject the null hypothesis.

Table 10  
Analysis of Variance of Eros Other Scale

Source of Variation	ss	df	ms	F
Covariates POE*	334.704	1	334.704	61.506
Main effects GRP**	1.250	1	1.250	.230
Residual	136.046	25	5.442	
Total	472.000	27	17.481	

\*Pre Eros Other

\*\*Group

HO<sub>8</sub>. There will be no significant difference between the means of the pretest and posttest scores of the groups on the Empathy Other scale as measured by the Caring Relationship Inventory.

A two-way analysis of variance was applied. The interactive effects of pretesting were found to have an effect. Table 11 indicates that there was no significant difference ( $p. > .05$ ) in the mean gain scores of the groups on the Empathy Other scale of the CRI. Therefore, the data failed to reject the null hypothesis.



Table 11  
Analysis of Variance of Empathy Other Scale

Source of Variation	ss	df	ms	F
Main effects	3.786	1	1.893	.596
Group	.286	1	.286	.090
Subgroup	3.500	1	3.500	1.101
2-way interactions				
Group Subgroup	18.286	1	18.286	5.753
Residual	165.286	52	3.179	
Total	187.357	55	3.406	

HO<sub>9</sub>. There will be no significant difference between the means of the pretest and posttest scores of the groups as measured by the overall total score on the Spanier Dyadic Adjustment Scale.

A two-way analysis of variance was performed. The main and interactive effects were found to be negligible for the Dyadic Adjustment Scale score. An analysis of covariance was then applied. Table 12 shows no significant difference ( $p. > .05$ ) of the mean gain scores was found among the groups. Therefore, the data failed to reject the null hypothesis.

Table 12  
Analysis of Variance of Overall Total Score  
on Dyadic Adjustment Scale

Source of Variation	ss	df	ms	F
Covariates PRSP*	3650.348	1	3650.348	252.505
Main effects GRP**	26.668	1	26.668	1.845
Residual	361.413	25	14.457	
Total	4038.429	27	149.571	

\*Pre Dyadic Adjustment Scale

\*\*Group

#### Additional Findings

A multivariate analysis of covariance was performed for each group comparing the Ideal and Other CRI scores on both pre and posttests for each of the four scales. Examination of Tables 13 through 16 presents the means and standard deviations of both treatment and control groups for each of the individual scales of the Caring Relationship Inventory. Table 17 presents the means and standard deviations of both groups for the Dyadic Adjustment Scale overall total score.

Table 13

Means and Standard Deviations of Treatment and Control  
Groups for the Affection Scale of the CRI

	Pre	Post
	M(SD)	M(SD)
Treatment Ideal	11.5 (2.85)	12.1 (1.54)
Control Ideal	12.4 (1.55)	12.6 (1.02)
Treatment Other	10.9 (1.10)	10.0 (1.5)
Control Other	11.4 (1.8)	11.6 (1.8)

Table 14

Means and Standard Deviations of Treatment and Control  
Groups for the Friendship Scale of the CRI

	Pre	Post
	M(SD)	M(SD)
Treatment Ideal	14.9 (1.2)	15.2 ( .7)
Control Ideal	15.2 (1.4)	15.1 (1.4)
Treatment Other	10.9 (2.1)	12.1 (2.0)
Control Other	11.4 (2.0)	14.1 (2.0)

Table 15

Means and Standard Deviations of Treatment and Control Groups for the Eros Scale of the CRI

	Pre	Post
	M(SD)	M(SD)
Treatment Ideal	10.8 (3.8)	10.2 (3.5)
Control Ideal	10.8 (2.7)	10.3 (3.0)
Treatment Other	12.7 (2.1)	12.1 (2.7)
Control Other	14.0 (2.0)	14.1 (2.0)

Table 16

Means and Standard Deviations of Treatment and Control Groups for the Empathy Scale of the CRI

	Pre	Post
	M(SD)	M(SD)
Treatment Ideal	14.0 (2.0)	14.2 (1.6)
Control Ideal	14.3 (1.9)	14.2 (1.8)
Treatment Other	12.8 (2.6)	12.2 (2.2)
Control Other	13.2 (1.9)	13.5 (1.6)

Table 17

Means and Standard Deviations of Groups on DAS

	Pre	Post
	M(SD)	M(SD)
Treatment	105.286 (9.942)	108.929 (9.393)
Control	111.286 (15.429)	112.357 (14.700)

## CHAPTER V

### SUMMARY, DISCUSSION, RECOMMENDATIONS, AND CONCLUSIONS

#### Summary

This study was designed to assess the effectiveness of a six week sexual enrichment program for normal couples. Twenty-eight couples participated in the study which was conducted in the Fall of 1981. The Solomon Four Group Research Design was used and the Caring Relationship Inventory and the Dyadic Adjustment Scale were used to assess the effectiveness of the program.

The one significant finding was on the Affection Other scale of the Caring Relationship Inventory. Shostrom (1967) described the affection one feels in marriage from a spouse as the feeling that one is loved in spite of his or her faults. We continue to need affection from our spouse in a healthy relationship. The findings on the Affection Other scale indicate that participation in the SEP improved the affection that each spouse had for the other.

Affection was one area Geiss and O'Leary (1981) found in their study as one of the five most frequent problem

areas in marriages. Thus the improvement of affection in the experimental groups marriages indicates marital enhancement as a result of treatment with SEP.

On all other scales of the Caring Relationship Inventory, Friendship, Eros, and Empathy, gains were found to be in a positive direction but non-significant. The author concurs with Travis and Travis (1975) who state that there continues to be a need for an effective measure of sexual satisfaction. Such an instrument, had it been available, would have been valuable in assessing the effectiveness of the SEP.

### Discussion

It has been the experience of the author that many couples entering therapy with a sexual problem are found to be inhibited in the beginning phase of the sexual response cycle. By improving the affection one feels for ones partner these inhibitions can be lessened. These findings substantiate the researcher's feeling that basic awareness of one's own sexuality combined with the skills taught in the SEP significantly enhance a couple's relationship.

Informal written evaluation by the SEP participants indicated that being able to share sexual information in

an informal group setting was beneficial. A couple's knowledge that they were not alone in wanting to improve their sexual relationship was also reported as important to the participants. Becoming aware of the four phases of the sexual response cycle and the physiological changes that occur in both males and females during the cycle were considered an important aspect of the program by the couples who participated. Couples reported benefits accrued to their children as a result of being better informed about sexuality as well as the increased comfort in answering children's sexual questions.

Many of the participants reported the development of their own specific language of sexuality. As a result of this they felt freer to discuss their sexual relationship with each other.

It was stressed in the beginning session of the SEP that the group was not to be a therapy group. The activities of the program encouraged an awareness of problem areas for several participating couples. These couples have been encouraged to continue in conjoint therapy and are doing so. Couples reported becoming aware of their strengths and weaknesses in communicating with their partners in regard to sexual matters.



### Recommendations

The following recommendations are made by the author:

1. This study be replicated with other populations, examples being unmarried or pair bonded couples, elderly couples, newly married couples as well as homosexual couples.
2. This study be repeated to include both a six-month and a one-year follow up to ascertain whether or not long term gains would occur.
3. This study be repeated using other and new tests of both marital and sexual satisfaction as well as a measure of sexual knowledge.
4. Other time formats be used for the SEP such as a two-day workshop or twice a week meetings as opposed to the once a week, six-week program in this study.
5. This study be replicated with other ethnic populations.

### Conclusions

Because replicable research in the area of sexual enrichment is sparse, this study will add to the research in the area of sexual enrichment for normal couples. It is the hope of the author that the Sexual Enrichment

Program will allow couples to enjoy a more enriched sexual relationship, thereby strengthening the marital dyad and in turn improve the functioning of the family system.

APPENDIX A

INSTRUMENTS

Dyadic Adjustment Scale (Spanier, 1976)

Caring Relationship Inventory (Shostrom, 1967)

## Spanier's Dyadic Adjustment Scale

Most persons have disagreements in their relationships. Please indicate below the approximate extent of agreement or disagreement between you and your partner for each item on the following list.

	ALWAYS AGREE	ALMOST ALWAYS AGREE	OCCA- SIONALLY DISAGREE	FRE- QUENTLY DISAGREE	ALMOST ALWAYS DISAGREE	ALWAYS DISAGREE
1. Handling family finances	_____	_____	_____	_____	_____	_____
2. Matters of recreation	_____	_____	_____	_____	_____	_____
3. Religious matters	_____	_____	_____	_____	_____	_____
4. Demonstration of affection	_____	_____	_____	_____	_____	_____
5. Friends	_____	_____	_____	_____	_____	_____
6. Sex relations	_____	_____	_____	_____	_____	_____
7. Conventionality (correct or proper behavior)	_____	_____	_____	_____	_____	_____
8. Philosophy of life	_____	_____	_____	_____	_____	_____
9. Ways of dealing with parents or in-laws	_____	_____	_____	_____	_____	_____
10. Aims, goals, and things believed important	_____	_____	_____	_____	_____	_____



ALL THE TIME	MOST OF THE TIME	MORE OFTEN THAN NOT	OCCA- SIONALLY	RARELY	NEVER
-----------------	---------------------	---------------------------	-------------------	--------	-------

19. Do you confide in your mate? \_\_\_\_\_

20. Do you ever regret that you married? \_\_\_\_\_

21. How often do you and your partner quarrel? \_\_\_\_\_

22. How often do you and your mate "get on each other's nerves?" \_\_\_\_\_

EVERY DAY	ALMOST EVERYDAY	OCCA- SIONALLY	RARELY	NEVER
--------------	--------------------	-------------------	--------	-------

23. Do you kiss your mate? \_\_\_\_\_

ALL OF THEM	MOST OF THEM	SOME OF THEM	VERY FEW OF THEM	NONE OF THEM
----------------	-----------------	-----------------	---------------------	-----------------

24. Do you and your mate engage in outside interests together? \_\_\_\_\_

NEVER	LESS THAN ONCE A MONTH	ONCE OR TWICE A MONTH	ONCE OR TWICE A WEEK	ONCE A DAY	MORE OFTEN
-------	------------------------------	-----------------------------	----------------------------	---------------	---------------

25. Have a stimulating  
exchange of ideas

26. Laugh together

27. Calmly discuss  
something

28. Work on a project  
together

These are some things about which couples sometimes agree and sometimes disagree. Indicate if either item below caused differences of opinions or were problems in your relationship during the past weeks. (Check yes or no)

yes      no

29. Being too tired for sex

30. Not showing love

31. The dots on the following line represent different degrees of happiness in your relationship. The middle point "happy" represents the degree of happiness of most relationships. Please circle the dot which best describes the degree of happiness, all things considered, of your relationship.

0	1	2	3	4	5	6
.	.	.	.	.	.	.
Extremely Unhappy	Fairly Unhappy	A Little Unhappy	Happy	Very Happy	Extremely Happy	Perfect

32. Which of the following statements best describes how you feel about the future of your relationship?

\_\_\_\_\_ I want desperately for my relationship to succeed, and would go to any length to see that it does.

\_\_\_\_\_ I want very much of my relationship to succeed, and will do all I can to see that it does.

\_\_\_\_\_ I want very much for my relationship to succeed, and will do my fair share to see that it does.

\_\_\_\_\_ It would be nice if my relationship succeeded, but I can't do much more than I am doing not to keep the relationship going.

\_\_\_\_\_ My relationship can never succeed, and there is no more that I can do to keep the relationship going.



## Caring Relationship Inventory

Start Here

Page 1

IDEAL

- |   | T    | F    |
|---|------|------|
| 1. I like to take care of her when she is sick . . . . .  | .... | .... |
| 2. I respect her individuality . . . . .  | .... | .... |
| 3. I can understand the way she feels . . . . .   | .... | .... |
| 4. I want to know details about things she does . . . . .                                       | .... | .... |
| 5. I feel guilty when I am selfish with her . . . . .   | .... | .... |
| 6. I am afraid of making mistakes around her . . . . .  | .... | .... |
| 7. I like her just as she is, with no changes . . . . .   | .... | .... |
| 8. I have a need to be needed by her . . . . .  | .... | .... |
| 9. I make many demands on her . . . . .   | .... | .... |
| 10. I feel very possessive toward her . . . . .   | .... | .... |
| 11. I have the feeling that we are "buddies" together. . . . .                                  | .... | .... |
| 12. I share important common interests with her . . . . .                                       | .... | .... |
| 13. I care for her even when she does things that upset or annoy me. . . . .                    | .... | .... |
| 14. I am bothered by fears of being stupid or inadequate with her . . . . .                     | .... | .... |
| 15. I have a feeling for what her experiences feel like to her . . . . .                        | .... | .... |
| 16. I really value her as an individual or a unique person . . . . .                            | .... | .... |
| 17. I seek a great deal of privacy with her . . . . .   | .... | .... |
| 18. I feel it necessary to defend my past actions to her . . . . .                              | .... | .... |
| 19. I like to tease her . . . . .   | .... | .... |
| 20. Criticism from her makes me doubt my feelings about my own worth . . . . .                  | .... | .... |
| 21. I feel deeply her most painful feelings . . . . .   | .... | .... |
| 22. My relationship with her is comfortable and undemanding . . . . .                           | .... | .... |
| 23. My feeling for her is often purely physical and animally sexual . . . . .                   | .... | .... |
| 24. I have tastes in common with her which others do not share. . . . .                         | .... | .... |
| 25. I spend a lot of time thinking about her . . . . .  | .... | .... |
| 26. I know the weaknesses I see in her are also my weaknesses. . . . .                          | .... | .... |
| 27. I like to express my caring by kissing her on the cheek . . . . .                           | .... | .... |
| 28. I feel free to show my weaknesses in front of her . . . . .                                 | .... | .... |
| 29. My feeling for her has a rough, strong, even fierce quality. . . . .                        | .... | .... |
| 30. I know her well enough that I don't have to ask for the details of her activities . . . . . | .... | .... |
| 31. It is easy to turn a blind eye to her faults . . . . .                                      | .... | .... |
| 32. I try to understand her from her point of view. . . . .                                     | .... | .... |
| 33. I want what is best for her . . . . .   | .... | .... |
| 34. I can care for myself in spite of her feelings for me . . . . .                             | .... | .... |
| 35. I am afraid to be myself with her . . . . .   | .... | .... |
| 36. My good feelings for her come back easily after quarrels . . . . .                          | .... | .... |
| 37. My feeling for her is independent of other relationships . . . . .                          | .... | .... |
| 38. I care for her enough to let her go, or even to give her up . . . . .                       | .... | .... |
| 39. I like to touch her . . . . .   | .... | .... |
| 40. My feeling for her is based on her accomplishments . . . . .                                | .... | .... |
| 41. My feeling for her is an expression of what I might call my love for Mankind. . . . .       | .... | .... |
| 42. The expression of my own needs is more important than pleasing her . . . . .                | .... | .... |

Page 2

IDEAL

43. My caring for her is characterized by a desire to promise  
to commit my life completely to her . . . . . T F
44. I require appreciation from her . . . . .
45. I care for her even when she is stupid . . . . .
46. My relationship to her has a quality of exclusiveness or "we-ness" . . . . .
47. My caring for her means even more than my caring for myself . . . . .
48. She seems to bring out the best in me . . . . .
49. I feel that I have to give her reasons for my feelings . . . . .
50. Being rejected by her changes my feelings for her . . . . .
51. I would give up almost anything for her . . . . . T F
52. I feel I can say anything I feel to her . . . . .
53. My feeling for her has a quality of forgiveness . . . . .
54. I can be aggressive and positive with her . . . . .
55. I feel that we "stand together" against the views of outsiders . . . . .
56. I feel a strong sense of responsibility for her . . . . .
57. I live with her in terms of my wants, likes, dislikes, and values . . . . .
58. Sometimes I demand that she meets my needs . . . . .
59. My feeling for her has a strong jealous quality . . . . .
60. My feeling for her has a quality of patience . . . . .
61. I can tell what she is feeling even when she doesn't talk about it . . . . . T F
62. I appreciate her . . . . .
63. I feel she is a good friend . . . . .
64. I have a need to give to or do things for her . . . . .
65. My feeling for her has a quality of compassion or sympathy . . . . .
66. I have a strong physical desire for her . . . . .
67. I can be inconsistent or illogical with her . . . . .
68. I have a strong need to be near her . . . . .
69. I can be both strong and weak with her . . . . .
70. It seems as if I have always felt caring for her from the first  
moment I knew her . . . . . T F
71. I am afraid to show my fears to her . . . . .
72. I have a deep feeling of concern for her welfare as a human being . . . . .
73. My relationship to her is characterized by a deep feeling of  
camaraderie or comradeship . . . . .
74. I have a feeling of appreciation of her value as a human being . . . . .
75. My giving toward her is characterized by overflow, not sacrifice . . . . .
76. My caring for her sometimes seems to be exclusively physical . . . . .
77. I am afraid to show my tears in front of her . . . . .
78. I like to express my caring for her by caressing her a great deal . . . . .
79. Her caring for me exerts a kind of restrictive power over me . . . . .
80. My relationship with her is characterized by trust . . . . .
81. I have a need to control her relationships with others . . . . .
82. I am able to expose my weaknesses easily to her . . . . .
83. I feel she has infinite worth and dignity . . . . .

IMPORTANT: AFTER COMPLETING THE INVENTORY FOLD BOTH FLAPS OUTWARD,  
AND, WITHOUT CONSIDERING YOUR PREVIOUS RESPONSES, ANSWER THE ITEMS  
AGAIN FOR YOUR IDEAL, THE PERSON TO WHOM YOU WOULD LIKE TO BE MARRIED.

# PROFILE SHEET FOR THE CARING RELATIONSHIP INVENTORY

NAME \_\_\_\_\_ AGE \_\_\_\_\_ SEX \_\_\_\_\_ DATE \_\_\_\_\_

MARITAL STATUS \_\_\_\_\_ NAME OF PERSON RATED \_\_\_\_\_ RELATIONSHIP \_\_\_\_\_

Standard Score	70 -	60 -	50 -	40 -	30 -	20 -	10 -	-10 -
18	17	16	15	14	13	12	11	10
17	16	15	14	13	12	11	10	9
16	15	14	13	12	11	10	9	8
15	14	13	12	11	10	9	8	7
14	13	12	11	10	9	8	7	6
13	12	11	10	9	8	7	6	5
12	11	10	9	8	7	6	5	4
11	10	9	8	7	6	5	4	3
10	9	8	7	6	5	4	3	2
9	8	7	6	5	4	3	2	1
8	7	6	5	4	3	2	1	0
7	6	5	4	3	2	1	0	-1
6	5	4	3	2	1	0	-1	-2
5	4	3	2	1	0	-1	-2	-3
4	3	2	1	0	-1	-2	-3	-4
3	2	1	0	-1	-2	-3	-4	-5
2	1	0	-1	-2	-3	-4	-5	-6
1	0	-1	-2	-3	-4	-5	-6	-7
0	-1	-2	-3	-4	-5	-6	-7	-8
-1	-2	-3	-4	-5	-6	-7	-8	-9
-2	-3	-4	-5	-6	-7	-8	-9	-10
-3	-4	-5	-6	-7	-8	-9	-10	-11
-4	-5	-6	-7	-8	-9	-10	-11	-12
-5	-6	-7	-8	-9	-10	-11	-12	-13
-6	-7	-8	-9	-10	-11	-12	-13	-14
-7	-8	-9	-10	-11	-12	-13	-14	-15
-8	-9	-10	-11	-12	-13	-14	-15	-16
-9	-10	-11	-12	-13	-14	-15	-16	-17
-10	-11	-12	-13	-14	-15	-16	-17	-18



REPRODUCTION OF THIS FORM BY ANY MEANS STRICTLY PROHIBITED

Standard Scores

70 -

80 -

AFFECTION

FEELINGSHIP

ENJOY

EMPATHY

SELF-LOVE

DEFICENCY LOVE

BEING LOVE

APPENDIX B  
DEMOGRAPHIC DATA

DEMOGRAPHIC DATA

1. Age \_\_\_\_\_
2. Sex \_\_\_\_\_
3. Length of present marriage \_\_\_\_\_
4. Number of previous marriages \_\_\_\_\_
5. Ages of children (please circle those still residing  
at home) \_\_\_\_\_
6. Occupation \_\_\_\_\_
7. Highest level of education \_\_\_\_\_
8. Religion \_\_\_\_\_

APPENDIX C

SEXUAL ENRICHMENT PROGRAM EVALUATION FORM

## SEXUAL ENRICHMENT PROGRAM EVALUATION

At the termination of the Sexual Enrichment Program, I am interested in your evaluation of the program. I would appreciate your comments since they will help me make changes and plan for future groups. Please make at least a brief comment about each of the following items. Thank you.

1. What do you feel you gained from attending the SEP?
2. What parts of the program were particularly helpful?
3. What do you feel should be de-emphasized in future SEP programs?
4. What would you change with respect to these sessions?
5. What suggestions or comments do you have about the SEP in general?
6. Any other comments you might have?

APPENDIX D  
OCCUPATIONS OF PARTICIPANTS



## Occupations of Participants

<u>Male</u>	<u>Female</u>
Business	Business
Sales	Actress, Model
Programmer	Secretary
Consultant	Party Consultant
Self Employed	Sales
Laborer	Professional
Airplane Mechanic	Therapist
Butcher	Nurse
Professional	Teacher
Pharmacist	School Counselor
Petroleum Landman	Research Assistant
Attorney	Student
Accountant	Graduate Level
Engineer	Housewife (11)
College Administrator	
Auditor	
Student	
Undergraduate	
Graduate	
Minister	
Baptist	

APPENDIX E  
LIST OF ABBREVIATIONS

## List of Abbreviations

SEP Sexual Enrichment Program  
CRI Caring Relationship Inventory  
PRSP Pre DAS  
POSP Post DAS

GRP Group	FIP Post Ideal Friendship
SUBG Subgroup	FOP Post Other Friendship
SEX Sex	PIE Pre Ideal Eros
OCC Occupation	POE Pre Other Eros
LOM Length of Marriage	EIP Post Ideal Eros
PMAR Previous Marriages	EOP Post Other Eros
EDUC Educational Level	PIM Pre Ideal Empathy
PIA Pre Ideal Affection	POM Pre Other Empathy
POA Pre Other Affection	MIP Post Ideal Empathy
AIP Post Ideal Affection	MOP Post Other Empathy
AOP Post Other Affection	
PIF Pre Ideal Friendship	
POF Pre Other Friendship	

APPENDIX F

SEXUAL ENRICHMENT FOR NORMAL COUPLES

Program Outline

Program Exercises

SEXUAL ENRICHMENT FOR NORMAL COUPLES

PROGRAM OUTLINE

Nancy Badgwell, 1982

## INTRODUCTION

The experiences of this program are designed to provide couples an opportunity to enrich their sexual relationship by developing sexual self awareness and sharing that awareness with their partner.

-----Couples who participate will be introduced to:

- ...basic sexual knowledge
- ...relaxation exercises
- ...communication skills
- ...the graphic technique for getting in touch with  
and sharing feelings

-----In addition, couples will

- ...examine sexual myths and misinformation
- ...look at their own psychosexual development
- ...be given homework assignments which will augment  
the material presented in each week's session
- ...compile a personal journal which will contain  
information obtained plus a collection of their  
graphics of feelings experienced during the program
- ...be given a bibliography of books which will be  
helpful in maintaining a good relationship

## SESSION I

### Goals:

To establish group cohesiveness

Administer pretest

Discuss sexual anatomy

Develop self awareness

### Procedure:

Name game

Pretest

Sexual anatomy

Psychosexual development

Sexual development graphic

### Home Fun:

Taking a look

Water play

## EXERCISES FOR SESSION I

### Name Game

This exercise is used to emphasize the importance of knowing and using people's names as a means of indicating that each person in the group is valued. It is also used to build a sense of group cohesion and to introduce members to each other, and to provide practice in remembering names. The leader starts by using her name and the person to the right gives his name and repeats the leader's name. The game continues around the group with each person in turn giving his or her name and repeating the names of those who went before. The Name Game is played at the beginning of the first two sessions (Morrison & Price, 1974).

### Psychosexual Development

In trios, the group shares childhood memories, this enables group members to identify and express to others some personal experiences and feelings related to sexuality. Members will also discover the universality of most sexual feelings and experiences. By sharing these memories with the trio, practice is given in self-disclosure within a small group. After the trio has shared memories, each



person will express their feelings about their own memories in graphic form and then may have the opportunity to share these feelings with the whole group. Participants should always be given the option not to participate if they find the activity threatening in any way (Morrison & Price, 1974).

### Taking a Look

The purpose of this exercise is to get on intimate terms with your own body and your partner's body, to acquire a better understanding of your respective anatomies and sexual responses, and to share your knowledge with each other. Taking a look at your body includes looking from the top of your head to the bottom of your feet, including the genital area (Zussman, 1979).

### Water Play

This exercise involves inviting each other for either a shower together or bathing together. This activity affords couples a feeling of being very close, a closeness that lingers on long after the bath or shower are completed (Zussman, 1979).

## SESSION II

### Goals:

- To continue self awareness
- Share awareness with partner
- Discuss sexual response cycle
- Give self permission to be a sexual being

### Procedure:

- Relaxation exercise
- Graphic of body
- Sexual response cycle
- Physiological changes in body during SRC
- Inhibitions during SRC
- Touch and hug exercise
- Relaxation graphic

### Home Fun:

- Compose Turn On and Turn Off list
- Share list with partner
- Foot massage
- Ejaculatory exercises for males

## EXERCISES FOR SESSION II

### Deep Muscle Relaxation

The instructions for this exercise will be taped for use in the group. The exercise involves learning to relax the entire body by flexing and then relaxing, noticing and removing the tension in the body. This will be followed by a graphic of the feelings in the body during and after the exercise (Annon, 1975).

### Foot Massage

This exercise is done in the group in order for couples to have experience both giving and receiving and to get in touch with their feelings as both the giver and receiver. The couples are clothed except for their shoes and stockings. The couples learn to become comfortable both with giving and receiving pleasure. This activity is followed by a graphic to share feelings as well as to identify feelings (Hartman & Fithian, 1974).

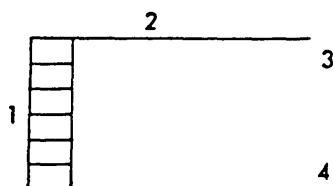
### Ejaculatory Control Exercises

This homework assignment is given for the males to do at home and will help the male understand that a lost erection can often be regained when conditions are right.

This exercise will also allow the man the opportunity to become more familiar with his body and will teach him ejaculatory control (Zilbergeld, 1978).

### Sexual Response Cycle

The discussion of the four phases of the sexual response can be related to jumping off the diving board. We will discuss the simple task of jumping off the board. This discussion will include the conditions that surround this activity.



#### Phase I. (Climbing the board)

Excitement begins

Person may be trying something new

Person may be frightened if he has never done this

Person may turn back out of fear

Person may be coaxed to try something when he really would rather not.

#### Phase II. (Walking out on the board)

The excitement is now building

There is less chance that the person will turn back

It is more difficult to turn back

As the person reaches the end of the board, he is  
very involved

The person may fall off the board accidentally.

### Phase III. (Diving)

The dive may be very successful

The dive most likely will be awkward, since it is  
a first attempt

The person may hit the water very awkwardly and not  
enjoy the dive at all.

### Phase IV. (Getting out of the water)

The person has a new attitude about diving, he has  
formed some feelings

He may decide from this one experience that he enjoys  
diving

If he enjoys diving, it will become easier and  
easier to jump off the board (Burt & Meeks, 1979).

After the group has discussed all possibilities for  
the initial experience of diving, this is related to the  
human sexual response and behavior. This discussion  
includes inhibitions experienced in each phase (Kaplan,  
1979). This discussion also includes the physiological  
changes in the body during the Sexual Response Cycle, both  
for men and for women (Masters & Johnson, 1966).

### SESSION III

#### Goals:

- To improve communication skills
- Increase awareness of partner
- Share self awareness with partner

#### Procedure:

- Home fun graphic
- Relaxation exercise
- Discuss language of sexuality
- Develop own language of sexuality with partner
- Hand exploration
- Communication exercise

#### Home Fun:

- Name "It"
- Non genital pleasuring
- "I" messages for one week
- Kegel exercises for females

## EXERCISES FOR SESSION III

### Relaxation Exercise

This exercise is particularly useful for married couples who want to explore their relationship. In this exercise, couples sit facing each other, then imagine that they have just met. This takes about 10 minutes to get acquainted with the partner. After sharing the experience with each other, each will use the graphic technique to get in touch with their inner feelings and to share the feeling with the group (Stevens, 1971).

### Hand Exploration

This exercise is designed to increase self-awareness of how one expresses different feelings and how one feels about one's own style of expression. Couples sit facing each other and express impatience, affection, strength, play, hesitancy, and detachment with their hands, no verbal communication is allowed. After the exercise, partners share with each other what they learned about themselves nonverbally in interaction with another person (Morrison & Price, 1974).

### The "I" Exercise

This is recommended as homework for one week, and is used so that the couple can improve their own communication. The value in this exercise is that a person begins to take responsibility for his or her own feelings and wishes (Zussman, 1979).

### Non Genital Pleasuring

This exercise helps insure the formation of new patterns of sexual relating and thereby avoiding the old, more comfortable, but less satisfying ones. During this time particular attention is focused on taking ones time, being creative, concentrating not only in giving their partner pleasure but also on receiving pleasure. Emphasis is placed on non-verbal feedback during the exercise. The couple is encouraged to discuss the feeling each had during the exercise after they have completed the assignment (McCarthy, 1975).

### Kegel

Because of the importance of the pubococcygeal muscles, the woman is given written instructions for these exercises. In the exercise, the woman learns to contract her vaginal muscles, these muscles play an important part in increasing vaginal sensations. Learning these exercises will help



keep this muscle functioning while also increasing feelings of genital pleasure (Heiman, LoPiccolo & LoPiccolo, 1976).

### Initiation and Refusal

In this exercise, couples practice both initiating and refusing sexual requests from their mate. Each is to get in touch with their feelings both initiating and refusing a sexual encounter. After sharing these feelings with each other, the couple again uses the graphic to record feelings. Often initiations are surrounded by feelings of tension, dread, guilt or anxiety, and even rejection. By establishing a basic sexual communication framework, couples will be able to either initiate or refuse without these negative feelings (Heiman, LoPiccolo & LoPiccolo, 1981).

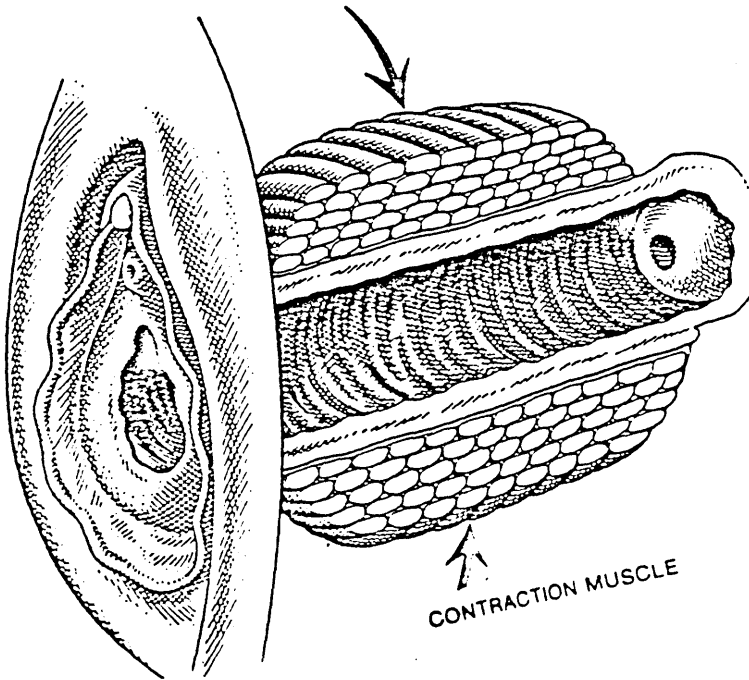
### Kegel Exercises

1. Contract the muscle, hold for a count of three, then relax. Breathe regularly.

2. Contract the muscle while inhaling, pulling the muscle upward with the intake of breath. This may be harder to do because you may find your stomach muscles contracting as well. With time you will learn to do this one without contracting the stomach muscle.

3. Contract and relax the muscle as quickly as possible, while breathing regularly.

4. Bear down on the muscle as if pushing something out of the vagina, or trying to urinate in a hurry. You may find yourself holding your breath, but try to breathe regularly (Heiman, LoPiccolo & LoPiccolo, 1976).



## LANGUAGES OF SEXUALITY

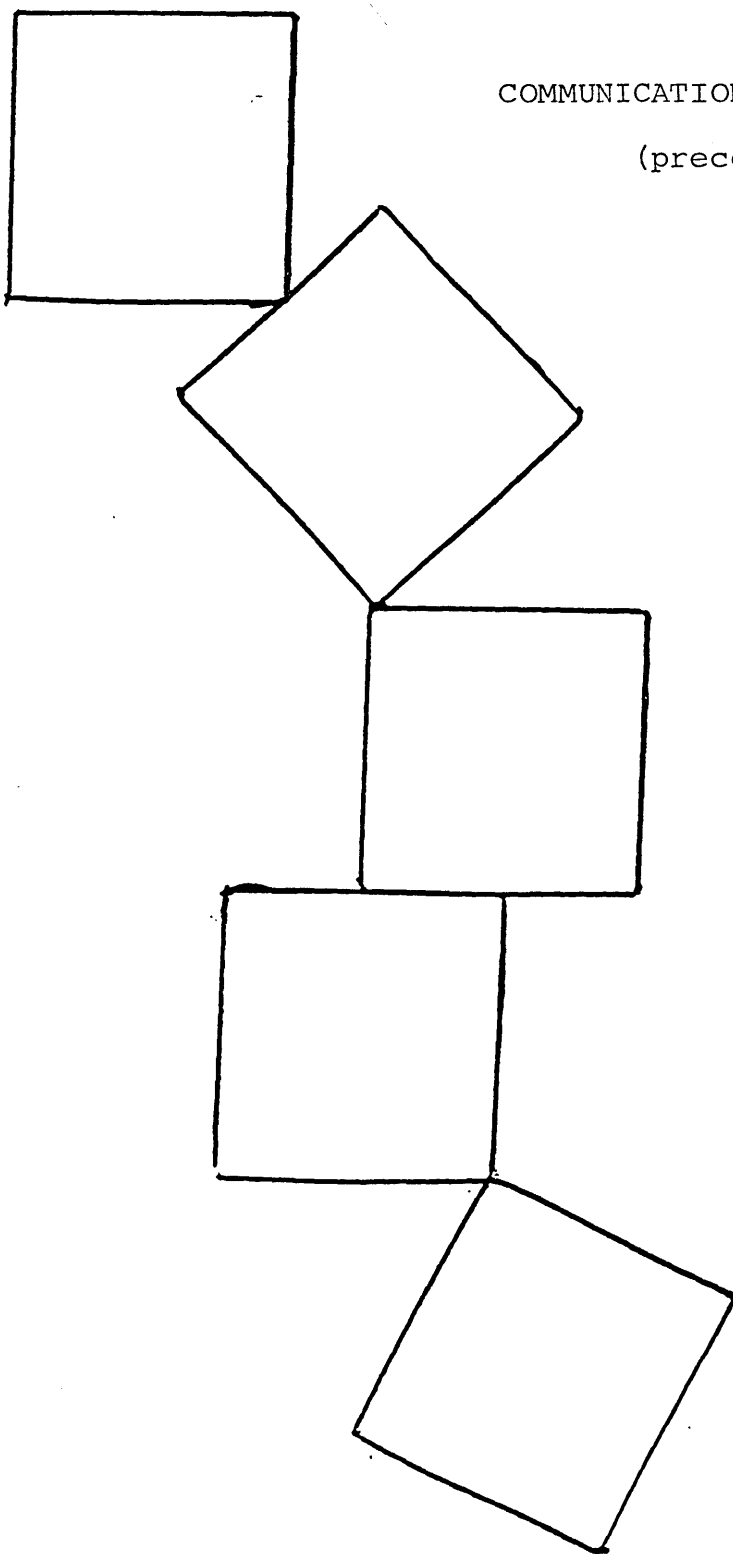
1. The language of science, words such as cervix, fallopian tubes, designed for precision.
2. Childhood language, words such as wee-wee or number 2, designed to hide embarrassment and circumvent confrontation.
3. Street language, words such as fuck, or cock, designed to describe vigorously and sometimes demeaningly.
4. Common discourse, words or phrases such as making love, or having sex, designed to communicate information plainly (Morrison & Price, 1974).

### Communication Squares Exercise

In this exercise, partners sit back to back and one gives directions to the other to draw the design. First the partner cannot ask questions, the second try, the partner is allowed to ask as many questions as necessary to clarify what is heard. This exercise points out the necessity of feedback for effective communication (Pffeiffer & Jones, 1974).

## COMMUNICATION SQUARES DESIGN

(preceding page)



## SESSION IV

### Goals:

- Increased awareness of self and partner
- Discover sexual messages from childhood
- Continue practice of effective communication

### Procedure:

- Process home fun assignment
- Graphic of home fun
- Relaxation exercise
- Gen gram of family of origin
- Myth information game
- Things my partner needs to know exercise
- Process feelings with partner

### Home Fun:

- Genital pleasuring exercise
- Stress communication during pleasuring
- Awareness of own feelings during exercise

## EXERCISES FOR SESSION IV

### Myth Information

This game is designed to enable participants to determine their knowledge about human sexuality, and to encourage them to express their attitudes about the topic. The game helps couples openly discuss previously closed topics and begin to communicate about topics previously undiscussed (Reubens, 1978).

### Things

This activity enables couples to share with their partner things they have had on their mind from time to time but have never found the occasion to bring them up. Couples are discouraged from bringing up past grievances but to think in terms of the way the past can help them understand themselves better, both self and partner (Zussman & Brecher, 1979).

### Genital Pleasuring

After the non-genital pleasuring and the experience of other exercises in the program, the couples will be more comfortable with their natural bodily feelings. This is done without the pressure of goal-oriented sexual

performance. The non-genital and genital pleasuring should compliment each other. Again the emphasis is on learning to enjoy giving and receiving pleasure, and on both non-verbal and verbal feedback (McCarthy, 1975).

## SESSION V

### Goals:

- To discover sex can be "fun"
- Discuss a good sexual relationship
- Continue self and partner awareness

### Procedure:

- Guided fantasy relaxation exercise
- Graphic of fantasy
- Process home fun assignment
- Share basic principles of good sexual relationship
- Films

### Home Fun:

- Share three "I wants" each night
- Full body caress, non-demand
- Chart sexual feelings and share with partner



## TEN BASIC PRINCIPALS OF A GOOD SEXUAL RELATIONSHIP

1. The goal of sexual activity is that you leave each encounter feeling better about yourself and your partner. This is the only endpoint and says nothing about climax or orgasm. Do not ask for orgasm.
2. Giving is pleasurable and can be enjoyed but should be on a non-demand basis. Ask only that your partner receive your gift.
3. Learn to receive pleasure without feeling obligated to give. By enjoying the gift of your partner you are in fact giving pleasure.
4. Sex is a long continuum of activity and not just intercourse. Sexuality and sensuality are intimately related. Sensuality includes touching, smelling, tasting, hearing, and seeing.
5. Sex is an interaction between two individuals requiring clear communication and willing cooperation. Hear what your partner says without feeling criticized.
6. Learn to say yes instead of no. Give alternatives. Break the rejection cycle. Say yes to the relationship and no to specific behaviors.
7. More enjoyable sex is better than increased quantity of sex. Enjoyable activity is reinforcing.

8. Sex should be fun and not work. Enjoyable sex requires interesting and interested partners.
9. Closeness may, at times, be too much, and either partner may need distance. It is important to learn to ask for distance without showing abandonment. Give reassurance to your partner that you will return.
10. Go slowly, give plenty of reassurance as needed.

(Adapted from: Division of Community and  
Social Psychiatry  
University of Texas Medical  
Branch  
Galveston, TX 77550)

### Films

"Love Toad" is a wonderfully funny film which brings laughter to sex. Two colorful beanbag frogs, with the help of the camera, engage in animated sexual activity.

"A Quickie" is a delightfully absurd spoof of haste in the sex act. A couple race from the point of meeting to undressing, hopping in bed, frenzied lovemaking, re-dressing, and exiting, all in less than two minutes.

Films from: Multi Media Resource Center  
1525 Franklin Street  
San Francisco, CA 94109

### Graphic

The graphic technique is one in which the individual after reflecting silently on his inner feelings, expresses his/her feelings graphically using paper and colored markers. This technique is used throughout the SEP.

### Full Body Caress

Mutual pleasuring including breast and genitalia. This allows the male to learn that he can be pleasured and gives permission to the female to be active and the male to be passive (McCarthy, 1975).

## SESSION VI

### Goals:

Permission to continue being sexual

Commit to continue to become sexually aware

Posttest

Evaluation

### Procedure:

Relaxation exercise, plant fantasy

Graphic of fantasy and share

Process home fun assignment

Posttest

Evaluation

### Home Fun:

Take home bibliography

Continue all activities at home and continue to  
enjoy sexuality and sharing with partner

## PLANT FANTASY

Make yourself as comfortable as possible . . . close your eyes and become aware of your body . . . . Turn yourself away from the outside world and notice what is going on inside you . . . . Notice what parts of your body emerge into your awareness . . . and which parts of your body seem vague and indistinct . . . . If you become aware of a tense area of your body, see if you can let go of the tensing . . . . If not, try deliberately tensing that part to see which muscles you are tensing . . . and let go again . . . . Now focus your attention on your breathing . . . . Become aware of all the details of your breathing. . . . Feel the air move in through your nose and mouth . . . . Feel it move down your throat, and feel your chest and belly move as you breathe . . . . Now imagine that your breathing is like gentle waves on the seashore, and that each wave slowly washes some tension out of your body . . . and releases you even more.

Now I would like for you to imagine that you are a plant . . . . Just let your fantasy develop on its own and see what you can discover about being a plant. What kind of a plant are you? . . . Where are you? . . . Put yourself in a special place . . . . What kind of a plant

are you . . . your ground . . . your branches . . . your stems, what are these like? . . . Discover all the details of being this plant . . . . How do you feel as this plant? . . . . Some people come by, . . . what are they saying? How do you relate to these people? . . . how do they relate to you? . . . . The people leave . . . . What feelings are you left with? . . . . Continue to discover even more details about your existence as this plant . . . . Let your fantasy continue for awhile . . . . Open your eyes when you are ready and express your experience of being a plant . . . (Stevens, 1971).

APPENDIX G

SEXUAL ENRICHMENT PROGRAM

REFERENCE LIST

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