

# Learning to Identify Deal Breakers, Relationship Needs, Conditions for Healthy Relationships, and Needs Conflicts in a Relationship Education Workshop



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**INTRO:** We delivered a relationship education workshop to young adults and evaluated their knowledge of skills over six months and their deal breakers and key needs.

## PARTICIPANTS AND PROCEDURES

1. Participants completed questionnaires after the workshop ( $n = 75$ ) and three ( $n = 74$ ) and six months later ( $n = 73$ ).
2. Most participants were women (77%), fewer than half were White (37%) and average age was 23.
3. Qualitative responses were coded using thematic analysis (Braun & Clarke, 2012) or coded for workshop knowledge (Davila et al., 2021).

## RESULTS: Romantic Competence Knowledge

- As shown in Figure 1, the majority of participants identified relationship skills and conditions immediately following the workshop, but retention faded over time.
- Participants were less successful at defining a needs conflict, but maintained that knowledge over time.

# Participants in a relationship education workshop learned romantic competence knowledge and identified important deal breakers and key relationship needs.

Figure 1.

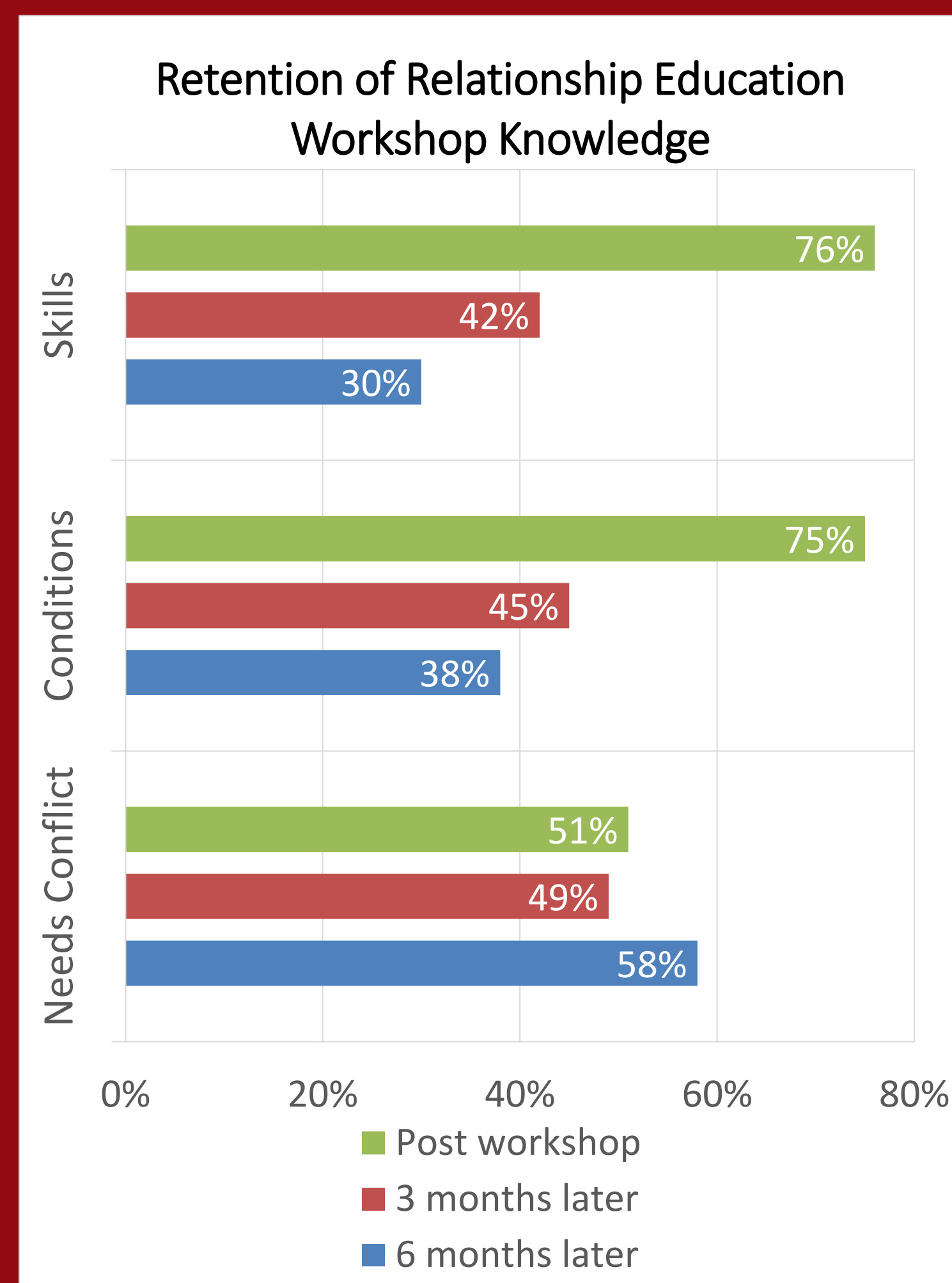
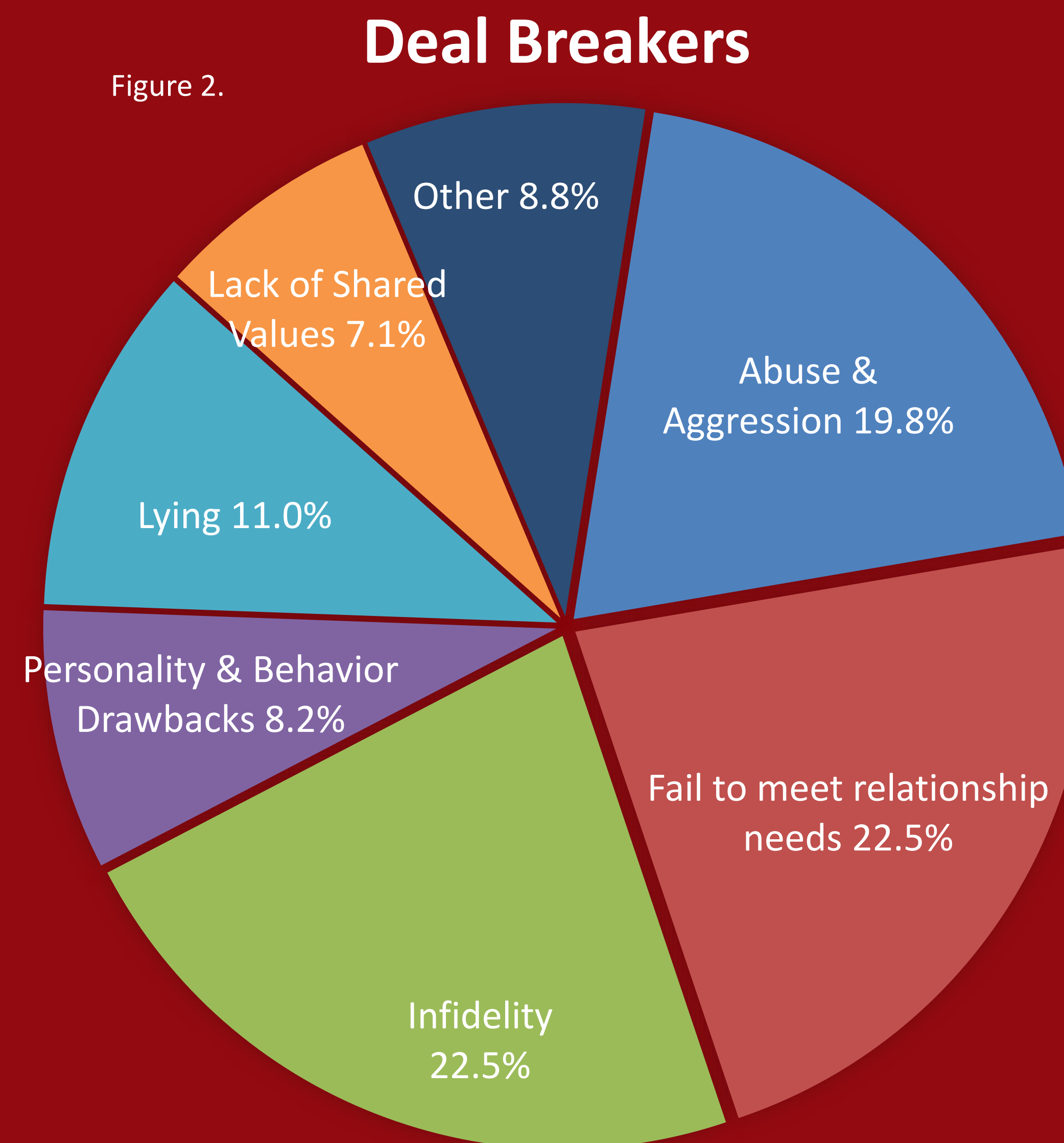


Figure 2.



## RESULTS: Key Needs and Deal Breakers

- Participants identified 24 needs; most frequent were support and caring, trust, and communication.
- As shown in Figure 2, participants identified 11 deal breakers; most common were infidelity, failure to meet relationship needs, and abuse.

## DISCUSSION

- Although participants generally learned the skills, a booster session and greater attention to complex concepts like needs conflict may be needed.
- Participants effectively developed boundaries regarding key issues (e.g., failing to meet relationship needs), and identification of key needs suggests that a greater focus on dyadic processes such as support may be warranted.

## REFERENCES

- Braun, V., & Clarke, V. (2012). Thematic analysis. In H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds.), *APA handbook of research methods in psychology, Vol. 2. Research designs: Quantitative, qualitative, neuropsychological, and biological* (pp. 57–71). American Psychological Association. <https://doi.org/10.1037/13620-004>
- Davila, J., Zhou, J., Norona, J., Bhatia, V., Mize, L., & Lashman, K. (2021). Teaching romantic competence skills to emerging adults: A relationship education workshop. *Personal Relationships, 28*(2), 251–275. <https://doi.org/10.1111/per.12366>

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