

Chaminade University
PSY 480: The Psychology of Relationships
SPRING 2019

Instructor: Blendine P. Hawkins, Ph.D., LMFT **Room:** Henry Hall, Room 107
Contact Number: 808-736-7495 **Day/Time:** T&R 8:30-9:50AM
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Office Hours: By appointment- please feel free to email me to set up a time to meet.

Textbook

Olson, D., DeFrain, J., and Skogrand, L. (2013). *Marriages and families: Intimacy, diversity, and strengths* (8th Edition). Boston: McGraw Hill.

Assigned readings that are not from our text will be available electronically through Canvas.

Course Overview

This course will address the knowledge, skills and behaviors associated with engaging in healthy relationships. Students will examine dynamics of healthy relationships and distressed relationships. Students will review a variety of relationship formations including couple relationships, friendships and familial relationships. Topics include social influences, family of origin dynamics, gender and power, sexuality, personal roles, use and misuse of power, beginning and ending relationships, diverse family structures, and attributes of healthy relationships.

Student Learning Outcomes

Student performance, relative to the following specific course objectives, will be assessed. You will be asked, at various points throughout the course to demonstrate through exams, papers, presentations, activities, etc., what you have learned in this course.

Student will:

1. Apply course content to understand the relationship of self and their own ecology.
2. Integrate concepts and principles from the science and psychology of human relationships into one's own unique and personal approach to relationships.
3. Demonstrate understanding of diversity in interpersonal dynamics of relationships.
4. Assess intimate relationships' quality using multiple dimensions and tools, including family science research.
5. Describe ways of maintaining and improving relationship quality.
6. Develop a sophisticated understanding of the dynamics associated with healthy and unhealthy relationships.
7. Identify social and cultural influences on relationship quality, especially in the area(s) of gender and power differences.

COURSE ASSIGNMENTS

My goal is that each assignment is essential, meaningful, and a very important part of the course. I will include a scoring rubric with each assignment so that you can be clear about my expectations and evaluation criteria.

Course Requirements

Assessment	Description	Points	Applicable SLO
Attendance & Participation	Attendance, including arriving on time to every class, is essential to developing a deep understanding of course material. Attendance at every class is strongly encouraged. The course is advanced and designed to be student and	120pts	1-7

	discovery-oriented. Given this, I encourage you to take a very active role in the course. This includes sharing your thoughts, raising important questions, supporting other students' learning, actively engaging the readings, and arriving at each class session prepared to discuss and engage the material. Absences will only be excused if student notifies me and/or produces documentation with reason for absence. Attendance: 30 Classes @ 3 points each.		
Relationship Dossier	Semester Writing Project. Throughout the semester, you will be asked to take course information and ideas and apply them to your own life. Your 'Relationship Dossier' represents the culmination of these efforts – written into a personal “self help book” about intimate relationships. Your active engagement in discussion sections will equip you to better understand course concepts, apply said concepts to your life, and produce your final project: a short book about you, written by you. The Relationship Dossier will be made up of 4 parts, all short 3+ page papers in APA format (12-pt font, double-spaced, reference page). <i>*It is neither assumed nor necessary that you are, have been or will be in a romantic committed relationship to complete this assignment.</i>	125pts	1,2,3,4,5,7
Relationship Replay Project	This is a class project. Students will have the opportunity to deconstruct and reproduce a scene/narrative of a popular fictional relationship (from film, tv, or literature). The objective is to recreate a scene or trailer with a representation of a 'healthy relationship' in contrast with the original representation. Concepts from the course (i.e. good communication, secure attachment, conflict navigation, stable boundaries, etc.) will be applied to the recreation. This is also an opportunity for students to creatively express themselves through the medium of script-writing, acting, directing, recording, and editing which will culminate in a viewable product.	200pts	1,5,6,7
Midterm	The Midterm will be cumulative and cover Chapters 1 – 8.	70pts	1-7
Final	The Final will be cumulative and cover Chapters 1 – 15.	85pts	1-7

COURSE EVALUATION

Areas of Evaluation	Points
Attendance & Participation	120
Dossier 1	35
Dossier 2	30
Dossier 3	30
Dossier 4	30
Midterm	70
Final	85
Relationship Replay Project	200

Grading Scale

A = 540 – 600 (90%-100%)

B = 480 – 539 (80%-89%)

C = 420 – 479 (70%-79%)

D = 360 – 419 (60%-69%)

F = 359 and below (59% ↓)

*Final Exam is scheduled for TUESDAY MAY 7TH, 8:30AM-10:30AM

**Syllabus is subject to change at instructor's discretion.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously:

an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

University Policies

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center 808 735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Writing Standards: All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Plagiarism: “Plagiarism is the offering of work of another as one’s own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgement.
3. Submitting as one’s own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your Student Handbook for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Department, Freedom of Expression, Add/Drop, Disabilities, and others.

Diversity/Full Inclusion: Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion. Beyond the legal requirements Chaminade’s Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished within 90 days of the end of the semester or the “I” will automatically be recorded as an “F” on your transcript.

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor’s campus extension or the Psychology program office (735-4751 or 739-8393). It is the instructor’s prerogative to modify

deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

SCIENTIFIC METHOD DEFINITIONS

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS**.

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design in Counseling

Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method in Social Relations, Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

Course Schedule

Date	Topic & Class Activity	Readings	Assignments Due
Week 1 Tuesday, 1/15/19	Welcome Review Course Syllabus	Syllabus	
Week 1 Thursday, 1/17/19	<i>Perspectives on Intimate Relationships</i> Theory and Research in Family Science Ecological Perspective	Chapters 1	
Week 2 Tuesday, 1/22/19	<i>Cultural Diversity & Diversity in Family Structure</i>	Chapter 2	
Week 2 Thursday, 1/24/19	Family of Origin influences Take 'Parental Influence' Survey In-class reading of Buunk, Park & Dubbs (2008)		
Week 3 Tuesday, 1/29/19	<i>Understanding Marriage and Family Dynamics</i>	Chapter 3	
Week 3 Thursday, 1/31/19	Genograms & Timelines Start Planning Relationship Replay Project		
Week 4 Tuesday, 2/5/19	<i>Communication & Intimacy</i> 'Americans in Bed' documentary	Chapters 4	
Week 4 Thursday, 2/7/19	Attachment Theory Intimacy Killers & Intimacy Healers		
Week 5 Tuesday, 2/12/19	<i>Conflict & Conflict Resolution</i> Pursuer-Distancer The 4 Horsemen (Gottman)	Chapter 5	Dossier 1 DUE at the beginning of class (Genogram, Attachment & FOO)
Week 5 Thursday, 2/14/19	Fair Fighting Rules Identify Roles, Scene, Construct Script & Pre-production Plan	Gottman (2012)	
Week 6 Tuesday, 2/19/19	<i>Sexual Intimacy</i>	Chapter 6	
Week 6 Thursday, 2/21/19	Sexual Assertiveness 'Awkward Conversations' Activity	Plowman & Utrzan (2014)	
Week 7 Tuesday, 2/26/19	<i>Gender Roles & Power in the Family</i>	Chapter 7	
Week 7 Thursday, 2/28/19	Gender & Power Marginalized Couples Take 'Cisgender Privilege' Checklist	Zrenchik, Whalig,	Dossier 2 DUE at the beginning of class

	Social Constructionist Theory	Bohlinger & Carnes (2014)	(Boundaries & Differentiation)
Week 8 Tuesday, 3/5/19	<i>Managing Economic Resources</i> Financial Transparency in Relationships Stressors in Relationships	Chapter 8	
Week 8 Thursday, 3/7/19	Group Work on Script & Pre-production Plan Review for Mid-Term		
Week 9 Tuesday, 3/12/19	Mid-Term Exam (Chapters 1 – 8)		
Week 9 Thursday, 3/14/19	<i>Friendship, Intimacy, & Singlehood</i> Intimacy Games 'Hooking up' Technology & Relationships	Chapter 9 Doty, Mendenhall & Kleba (2014)	Dossier 3 DUE at the beginning of class (Intimacy & Relationship Style)
Week 10 Tuesday, 3/19/19	<i>Dating, Mate Selection, & Living Together</i> Take 'Healthy Relationship' Quiz	Chapter 10	
Week 10 Thursday, 3/21/19	Record Relationship Replay Project		
Week 11	NO CLASS – SPRING BREAK		
Week 12 Tuesday, 4/2/19	<i>Marriage: Building a Strong Foundation</i> Pre-marital work Take '5 Love Languages' Questionnaire	Chapter 11 Zubatsky & Trudeau (2014)	
Week 12 Thursday, 4/4/19	<i>Stress, Abuse, & Family Problems</i> Intimate Partner Violence- Research	Chapter 14	
Week 13 Tuesday, 4/9/19	<i>Parenthood: Joys & Challenges</i> Theories of Child-rearing Current pressures of parenthood	Chapter 12	
Week 13 Thursday, 4/11/19	Editing Relationship Replay Project		
Week 14 Tuesday, 4/16/19	<i>Midlife & Older Couples</i>	Chapter 13	Dossier 4 DUE at the beginning of class (Needs & Self-Love)
Week 14 Thursday, 4/18/19	<i>Divorce, Single-Parent Families, & Stepfamilies</i> Mending & Ending Relationships Co-parenting	Chapter 15	
Week 15 Tuesday, 4/23/19	NO CLASS		
Week 15 Thursday, 4/25/19	NO CLASS		
Week 16 Tuesday, 4/30/19	Invite friends & community to view the Replay Relationship Production. 		
Week 16 Thursday, 5/2/19	Review for Final Exam		
Week 17	Final Examination (Chapters 1-15) TUESDAY MAY 7TH, 8:30AM-10:30AM		

*All readings that are not in your textbook will be posted on Canvas.

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