



Chaminade
University
OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Waiialae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PSY 458-01-1

Course Title: Psychology of Relationships

Department Name: Psychology

College/School/Division Name: School of Education & Behavioral Sciences

Term: Fall 2023

Course Credits: 3

Class Meeting Days: Tuesdays & Thursdays

Class Meeting Hours: 8:30am-9:50pm

Class Location: Ching Hall 253

Instructor Name: Blendine P. Hawkins, Ph.D., LMFT

Email: blendine.hawkins@chaminade.edu

Phone: 808.739.7495

Office Location: Behavioral Science Building 118

Office Hours: Wednesdays 10:00AM-11:30AM

University Course Catalog Description

This course reviews theories, models, and the research related to different relationship formations such as familial, romantic, and friendship, and included perspectives of healthy and distressed relationships.

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.

General Education Learning Outcome:

Family Spirit

Students will collectively contribute to, and individually reflect upon, the building and sustaining of community

Psychology Program Learning Outcomes (PLO)

- I. Students will identify key concepts, principles, and overarching themes in psychology.
- II. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
- III. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.

- IV. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

Course Learning Outcomes (CLOs)

Upon completion of this course, students will be able to:

1. Articulate an understanding of the dynamics associated with healthy and unhealthy relationships related to relationship and family science research. (PLO 1)
2. Describe the role of family or origin in the development of healthy and unhealthy dynamics. (PLO 1, PLO 4)
3. Describe ways of maintaining and improving relationship quality using the concepts and principles from relationship and family science research, including healthy communication. (PLO 3)
4. Identify social and cultural influences and diverse contexts on relationship quality, especially in the area(s) of gender and power differences. (PLO 2)
5. Analyze the research literature in relation to relationships and synthesize the findings to answer a question related to relationships. (PLO 1, PLO 2)
6. Connect the concepts of healthy relationships learned in the course with the Marianist Educational values. (PLO 4)

Student performance, relative to the specific course objectives listed above, 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.

PSY458 Psychology of Relationships course is aimed at providing a holistic understanding of healthy relationship dynamics of all kinds, especially family relationships. This course aligns closely with the Marianist characteristics of 'Educate in Family Spirit' and 'Educate for Service, Justice and Peace'.

Required Text

Olson, D., DeFrain, J., and Skogrand, L. (2021). *Marriages and families: Intimacy, diversity, and strengths* (10th Edition). Boston: McGraw Hill.

Additional journal articles readings will be posted on Canvas.

Educate in Family Spirit

This course provides a framework for enhancing relationships both on a micro and macro level, both within oneself and within one's community. The 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 building community within and beyond our campus. This is exemplified in the Course Learning Outcomes:

CLO 3. Describe ways of maintaining and improving relationship quality using the concepts and principles from relationship and family science research, including healthy communication.

CLO 2. Describe the role of family or origin in the development of healthy and unhealthy dynamics.

Throughout the semester, students will engage in reflective writing assignments. These assignment is meant to provide students with an opportunity to apply healthy relationship concepts to their own life and reflect upon the building and sustaining of family, healthy relationships and community. In this way, the course embodies the 'Educate in Family Spirit' Marianist characteristic.

Educate for Service, Justice and Peace

This course aims to utilize critical thinking and analyses of research to examine relevant topics within relationships, for a broader goal of promoting acceptance, genuineness, care, and equality. The Marianist approach to intellectual life is deeply committed to the common, good undertaken as a form of service in the interest of justice and peace.

This is exemplified in the Course Learning Outcomes:

CLO 3. Describe ways of maintaining and improving relationship quality using the concepts and principles from relationship and family science research.

CLO 4. Identify social and cultural influences and diverse contexts on relationship quality, especially in the area(s) of gender and power differences.

CLO 6. Connect the concepts of healthy relationships learned in the course with the Marianist Educational values.

Within this course, students will utilize a psychological research approach to examine a relationship topic. This assignment is designed to help students understand the responsibility that comes with the power of research, and how to use it for good, to promote the dignity, rights and responsibilities within relationships. In this way, the course embodies the 'Educate for Service, Justice and Peace' Marianist characteristic.

Course Prerequisites

PSY101

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. Therefore, a traditional three credit hour undergraduate course would require 135 hours of engagement. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Specific Credit Situations

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

How This Course Meets the Credit Hour Policy

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend the following number of hours per class activity:

Educational activity	Expected hours of Student Engagement:	Details (if any):
Course attendance/Lecture	37.5	Class meetings twice a week (90mins each) 90min x twice a week for 15 weeks = 37.5 hrs
Assigned readings	20	20 hours for assigned readings from the textbook and other academic sources
Key assessments/Writing assignments	5	5 hours researching and writing the two three-page reflection papers <ul style="list-style-type: none"> ● Genogram Assignment (3hrs) ● Ecological Map (2hrs)
Exams	10	5 hours each reviewing and studying for the Mid-term and Final exam
Final project	35	Final project will require the following activities:

<i>Educational activity</i>	<i>Expected hours of Student Engagement:</i>	<i>Details (if any):</i>
		<ul style="list-style-type: none"> ● <i>Constructing a literature review (10hrs)</i> ● <i>Developing a short measure (5hrs)</i> ● <i>Administering the measure to classmates online (2hrs)</i> ● <i>Compiling and analyzing the data (3hrs)</i> ● <i>Synthesizing the information and writing the paper (15hrs)</i>
<i>Out of classroom collaboration</i>	15	<i>15 hours total for the projects requiring collaboration in this course:</i> <ul style="list-style-type: none"> ● <i>Family Budget assignment</i> ● <i>PSA Group assignment</i>
<i>Presentation & Preparation</i>	5	<i>5 hours compiling information, constructing slides, and rehearsing for presentation</i>
<i>Total hours:</i>	135	

Course Approach:

It is imperative that you check your Chaminade email prior to each class and every week, and look for announcements on the Canvas course site weekly.

We will be utilizing a seminar and application approach (using vignettes) in this course; there will be lectures accompanying chapter handouts (which will serve as your study guide), online class discussions, case studies/vignette activities, and a final culminating project.

You must complete the readings prior to posting any discussion material; otherwise, the discussions will not be informed ones. Due to the nature of the material we are discussing, there is likely to be some lively discussion and some disagreement on issues. In addition, some people may feel uncomfortable or upset by some of the material. As such, we want to make sure to follow these ground rules:

- Acknowledge that people in our culture have different experiences based on race, ethnicity, class, sex, age, and sexuality.
- Think psychologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
- No attacks that might be deemed personal should be made on the discussion boards. However, healthy discussion and debate is welcome and encouraged. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.

In terms of general participation, students are responsible for all material posted each week. This course will require a fair amount of reading and video viewing, so do make sure to plan your study time wisely. Prior to any class discussions, students are expected to have engaged the material such that they are prepared with questions and reflections. This allows for more coherent participation in the course discussions. Although specific readings and videos will be assigned for each week, students are encouraged to consider and discuss comparisons and disparities among the readings and videos.

Course Website Address (Canvas): <https://chaminade.instructure.com/>

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be

downloaded for free. If you need assistance with locating software please feel free to contact me or Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in Canvas Students
- Live chat with Canvas Support for students
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this video to get you started
- Online tutorials: click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment

My goal is that each assignment is essential, meaningful, and a very important part of the course. I hope the assignments enhance, not detract, from your learning.

Course Requirements	Overview	Points	Student Learning Outcome (SLOs)
Attendance	A total of 60 points will be given for attending 20 class meetings. Each student is expected to attend classes. Absences will only be excused if student notifies instructor and/or produces documentation with reason for absence. Active engagement includes participation in group discussions and activities, not being distracted, not having side conversation, or using excessive technology not related to class materials. There will be in-class activities, discussions, mini-presentations, short reflection papers, and group debates, that students are expected to participate in to receive full points.	60pts	CLO 1-6
Class Activities	Participation is essential to developing a deep understanding of course material. There will be discussions, debates, multiple online tech learning tools, class activities, surveys, etc. These will center on the learnings in the course and require students to become familiar with and apply psychological concepts to real world situations. Any graded in-class assignments will not be able to be recouped if the student does not attend the class that day, complete and submit the in-class assignment in class. *Please do not email me to ask to submit these in-class	60pts	CLO 1,2,3,4,6

	assignments for points, unless you have arranged this with me PRIOR with an excused note*		
Genogram Assignment	You will construct a three-generation Genogram along with symbols for relationship dynamics, an index/key, and a 1-page reflection.	15pts	CLO1,2
Ecological Map	You will construct an Ecological map of your systems, identifying systems/influences from each circle of the map.	10pts	CLO2,3,4
Family Budget	You will work in family size teams to construct a budget and engage in the process of decision-making in a family experiencing a unique situation.	25pts	CLO3,4
Relationship NEWS	During the term you will collect news articles, online articles, radio snippets or podcasts, current tv episodes, commercials/advertisements, and other media related to Family/Relationship Science. You will share this media within the class TWICE during the semester to get credit (once within the first 6 weeks and again within the 6 weeks after that). You will share this in class as a mini 2-minute presentation where you will identify the media and connect it with a topic/theory/concept that is covered in the class <i>(for example: "Here is this article I found about how partners are more likely to consider divorce if their parents had separated or were divorced when they were below the age of 18- this connect with the concept of Family-of-origin influence that we were talking about last week where parents can really influence their child's worldview when they are growing up...")</i>	20pts	CLO4,5,6
PSA (group project)	During the term you will construct a project to illustrate a good practice in relationships. This will be an effort to disseminate information to the general public about an important relationship concept. More information will be provided.	80pts	CLO1-5
Comment on peer's PSA	Students will comment on two peer's PSA videos. The comments must be substantial (simplistic "that was cool" comments will not get credit).	10pts	CLO1-6
Exams (2)	Students will complete 2 exams throughout the term- one on week 7 and another on week 16. The quizzes will cover the chapters preceding the quizzes and will be non-cumulative. They will be completed on Canvas.	100 pts	CLO1-6
Final Research Project/Relationship Study & Presentation	For this Final Research Project, you will conduct a Relationship Study to examine a topic related to relationships. You will also access the research literature to provide support for your topic. You will have to identify a research question, concept, or hypothesis, define the variables/constructs, and determine the methods that you will use to examine your topic. You will construct a short questionnaire that you will have participants answer. You will combine the answers and report on this in a short paper. Basically, you will examine your topic via two	130pts	CLO1,3,4,5

	<p>sources- a) extant literature to support your question or hypothesis, and c) survey or interview people about a relationship topic. You will have to submit a paper and present briefly on your findings. Your paper will be need to be 8+ pages, and in APA format, with a reference page citing at least 8 academic sources. The rubric will be provided in class.</p> <p>Your presentation will be a 15 minute class presentation at the end of the term.</p>		
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Grading		Grading Scale	
Attendance	60	A = 90-100 %	450-500
Class activities	60	B = 80-89 %	400-449
Genogram	15	C = 70-79 %	350-399
Ecological Map	10	D = 60-69 %	300-349
Family Budget	15	F = Below 60 %	299↓
Relationship NEWS	20	The instructor will determine the final grade for all students based on this Grading Scale.	
PSA initiative	80		
Exams (2)	100		
<u>Final paper & presentation</u>	<u>130</u>		
Total Points	500		

A Note about In-Class Self-Disclosure

As participants in this class we are all responsible for responding to a disclosure in a respectful manner. If someone makes a personal disclosure in class, that information is private and should not be discussed outside of the classroom without the explicit permission of the discloser. Also, please be aware that under Hawaii law I am a mandatory reporter. If you disclose an event that suggests a child or a vulnerable person (e.g., elderly individual, person w/ developmental disability) was harmed or is at risk of being harmed, I may be required to report this information to protective services. This also applies if I believe you or someone you mention may be at risk of harming him/herself or someone else.

In summary, self-disclosure of sensitive personal information is a choice and a right. Please do so thoughtfully and in a way that is useful for you, your classmates and our class. I am very happy to discuss this with you and we will have an ongoing discussion of this matter throughout the term.

Late Assignment Policy

All assignments will be due by 11:59 pm on the due date specified on this syllabus. No late assignments will be accepted unless a special arrangement was made prior to the due date or test date. You have to notify and arrange with me 48 hours prior to the deadline (unless it is an unexpected or unforeseen circumstance). All assignments must be completed within the time frame of this class. No work will be accepted after the last week of the term. If you have questions regarding your assignments, contact me early in the term. I am here to assist you if you need help. Please be proactive.

Marianist Educational Values

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

- 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 Integral, Quality 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.

Students with Disabilities

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

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 acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgment.
3. Submitting as one’s own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignments 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 (ADA). 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.

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.

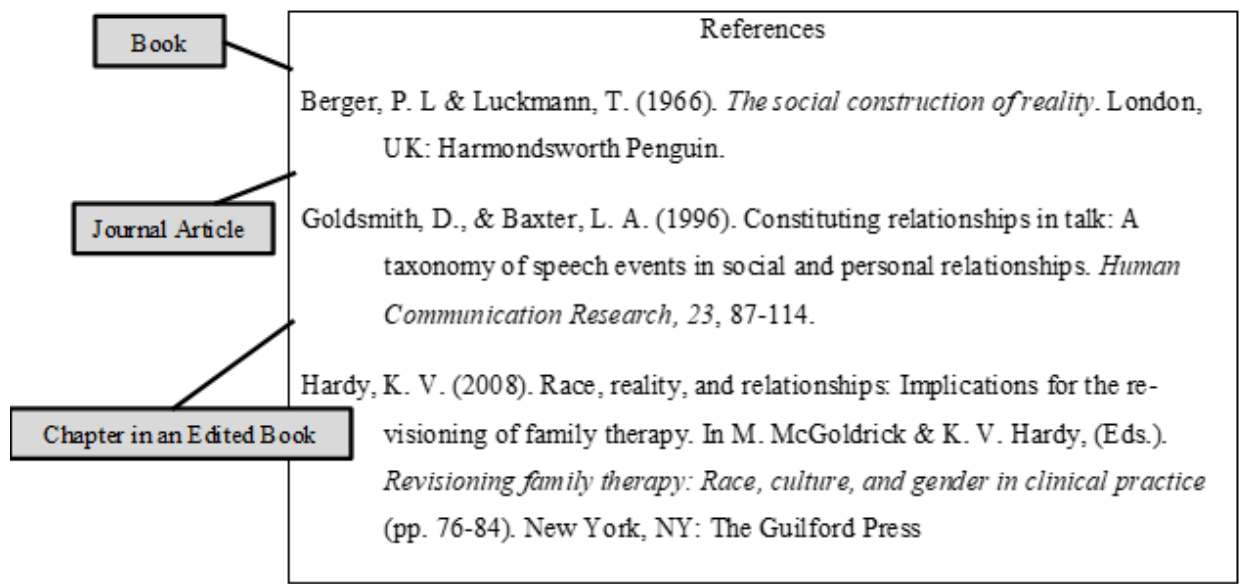
Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor. Three tardies is equivalent to one unexcused absence.

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.

Citations and References

- Please cite a source every time you copy a phrase, quote, or paraphrase someone else’s words. If you use someone’s words verbatim, you will have to use quotation marks and in parenthesis note the author’s last name, year of publication, and the page from which you took the quote.
- Example of how to cite a direct quote:
- Past research has indicated that “becoming parents heightens couples’ awareness of their identity intersections and they turn towards mutually supporting each other” (Hawkins, 2016, p. 121).
- If you paraphrase or just report on what you’ve read of someone’s publication, use the parentheses but omit the page number.
- Always use the (Author, Year) format. Please refer to APA formatting requirements in the Publication Manual of the American Psychological Association, 6th edition.
- The Purdue website can also be helpful: <https://owl.english.purdue.edu/owl/resource/560/01/>
- Your last page will be the Reference page, listing your full source/references.

Examples of references in APA format:



Tentative Class Schedule

Date	Topic & Class Activity	Readings	Assignments Due
Week 1: Tuesday, 8/22/23	Introduction- Review Course Syllabus <i>Perspectives on Intimate Relationships</i> <i>Family of Origin influences</i> Theory and Research in Family Science Introduction of Ecological Perspective	Syllabus Chapter 1	
Week 1: Thursday, 8/24/23	<i>Cultural Diversity & Diversity in Family Structure</i> Genograms & Timelines	Chapter 2 Buunk, Park & Dubbs (2008)	In-class activity- start Genogram
Week 2: Tuesday, 8/29/23	<i>Understanding Marriage and Family Dynamics</i> Analyzing Dynamics in Families	Chapter 3	
Week 2: Thursday, 8/31/23	Take 'Parental Influence' Survey		Genogram assignment DUE in class
Week 3: Tuesday, 9/5/23	<i>Communication & Intimacy</i> 'Americans in Bed' documentary	Chapters 4	
Week 3: Thursday, 9/7/23	Attachment Theory Intimacy Killers & Intimacy Healers		
Week 4: Tuesday, 9/12/23	<i>Ecological Framework</i> In-class activity Start planning PSA assignment & groups		Ecological Map assignment DUE in class Discuss PSA assignment
Week 4: Thursday, 9/14/23	<i>Conflict & Conflict Resolution</i> Pursuer-Distancer	Chapter 5	
Week 5: Tuesday, 9/19/23	Guest Speaker The 4 Horsemen (Gottman) Fair Fighting Rules	Gottman (2000)	Finalize PSA assignment
Week 5: Thursday, 9/21/23	Work in Groups to complete PSA assignment		

Week 6: Tuesday, 9/26/23	<i>Sexual Intimacy</i> Sexual Assertiveness 'Awkward Conversations' Activity	Chapter 6 Plowman & Utrzan (2014)	
Week 6: Thursday, 9/28/23	<i>Gender Roles & Power in the Family</i> Gender & Power Marginalized Couples Take 'Cisgender Privilege' Checklist	Chapter 7 Zrenchik, et al, (2014)	Present PSA in class Post on Canvas for peers to watch and comment Discuss Final Project
Week 7: Tuesday, 10/3/23	<i>Managing Economic Resources</i> Financial Transparency in Relationships Stressors in Relationships	Chapter 8	Group Activity Submit Research Question/Hypothesis
Week 7: Thursday, 10/5/23	Midterm		
Week 8: Tuesday, 10/10/23	<i>Friendship, Love, Intimacy, & Singlehood</i> Intimacy Games 'Hooking up' Technology & Relationships	Chapter 9 Doty, Mendenhall & Kleba (2014)	Discuss Final Project: Requirements Family Budget DUE in class
Week 8: Thursday, 10/12/23	<i>Dating, Mate Selection, & Living Together</i> Take 'Healthy Relationship' Quiz	Chapter 10	Final Project check-in; Bring computer to class to construct methodology
Week 9: Tuesday, 10/17/23	No class this week- Instructor travelling for conference/workshop		
Week 9: Thursday, 10/19/23			
Week 10: Tuesday, 10/24/23	Guest speaker <i>Marriage: Building a Strong Foundation</i> Pre- marital work	Chapter 11	Class Activity Submit Interview/Survey Questions for Final Project- in-class
Week 10: Thursday, 10/26/23	Take '5 Love Languages' Questionnaire Class Activity: Start on Final Research paper	Zubatsky & Trudeau (2014)	
Week 11: Tuesday, 10/31/23	<i>Parenthood: Joys & Challenges</i> Theories of Child-rearing Current pressures of parenthood	Chapter 12	Get approval for Survey Questions- start disseminating survey

Week 11: Thursday, 11/2/23	<i>Online Reading: Midlife & Older Couples</i>	Chapter 13	Final Project check-in; Conceptualize analyses
Week 12: Tuesday, 11/7/23	<i>Stress, Abuse, & Family Problems</i> Intimate Partner Violence- Research Classroom Activity: Where is the line? Q&A- Final Research Project	Chapter 14 Karakurt & Silver (2013)	Final Project check-in; Bring computer to class to construct Paper outline
Week 12: Thursday, 11/9/23	<i>Divorce, Single-Parent Families, & Stepfamilies</i> Mending & Ending Relationships Co-parenting Couples therapy- show	Chapter 15	Class activity
Week 13: Tuesday, 11/14/23	FINAL PRESENTATIONS		
Week 13: Thursday, 11/16/23	FINAL PRESENTATIONS		
Week 14: Tuesday, 11/21/23	FINAL PRESENTATIONS FINAL PAPERS DUE		
Week 14: Thursday, 11/23/23	THANKSGIVING BREAK		
Week 15: Tuesday, 11/28/23	Class wrap-up Strengthening marriages and families worldwide	Chapter 16	
Week 15: Thursday, 11/30/23	Culturally sensitive understandings of family dynamics- Global families	Hawkins (2019)	
Week 16	Final Exam		