



College of Education and Human Development

Psychology Department

PSY458 - Psychology of Relationships

Ching Hall 253, Tuesday & Thursday 10:00–11:20am | Credits: 3 | Section: 01 | Term: Fall 2026

Instructor Information

Instructor	Colin Moore, MS, LMFT
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Phone	808-739-7454
Office Location	BS114
Office Hours	Monday's 12:00 pm - 2:00 pm
Virtual Office	https://us06web.zoom.us/j/85926363974?pwd=ileD7gayuiQEN2rcvLZMqaOGCzINjJ.1
Virtual Office Hours	Monday's 12:00 pm - 2:00 pm

Communication

The primary communication method is email and I will respond between 48hrs and a week.

School & Department

School	School of Applied Psychology
Location	Brogan Hall, 110
Phone	(808) 739-4652
Questions?	Contact your instructor or the School of [School Name]

Course Description & Materials

Catalog Description

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

Co-/Pre-Requisites: EN-102, COM-101

Course Snapshot

Modality	Face-to-Face
Meeting Location	Ching Hall 253
Meeting Days/Times	Tuesday's and Thursday's, 10:00 - 11:20am
Time Commitment	Over the 15 weeks of this course, students will spend 30 hours in class, 50 hours writing a research paper (constructing a survey, accumulating

	research, conducting a study, and writing the final paper), 15 hours engaging in out of class discussions and group activities, 10 hours completing reflections and class writing assignments, and 30 hours studying for and taking the two exams.
Required Materials	Olson, D., DeFrain, J., and Skogrand, L. (2022). <i>Marriages and families: Intimacy, diversity, and strengths</i> (10th Edition). Boston: McGraw Hill. *Additional journal articles and readings will be posted on Canvas. Make sure to access them each week.
Recommended Items	Laptop or tablet device is recommended for use in class for in-class activities.
Canvas	Course materials, announcements, and grades are posted to Canvas (chaminade.instructure.com). Canvas will be used as the primary learning management system for this course. The course content will be posted on Canvas, where students will be able to access the syllabus, any additional readings, assignments, quizzes, and announcements.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the Psychology degree, the student will be able to:

1. Students will identify key concepts, principles, and overarching themes in psychology.
2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.
4. 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 PSY458, the student 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)

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

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.

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

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.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) below:

1. **Educate for Formation in Faith (Mana):** E ola au i ke akua ('Ōlelo No'eau 364) — May I live by God.
2. **Provide an Integral, Quality Education (Na'auao):** Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) — Acquire skill and make it deep.
3. **Educate in Family Spirit ('Ohana):** 'Ike aku, 'ike mai, kōkua aku kōkua mai ('Ōlelo No'eau 1200) — Recognize others, be recognized, help others, be helped.
4. **Educate for Service, Justice and Peace (Aloha):** Ka lapa kū o ka no'eau ('Ōlelo No'eau 1430) — Education is the standing torch of wisdom.
5. **Educate for Adaptation and Change (Aina):** 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6
Marianist Values	2,4	2	2,3	4	2	2,5
PLOs	1	1,4	3	2	1,2	4
Native Hawaiian Values	2,4	2	2,3	4	2	2,5
Gen Ed Outcomes(if applicable)						

Attendance & In-Class Participation

Attendance Policy

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.

Quick Reference — Absence Thresholds:	
Excused Absence	Absences due to illness, family emergency, University-sponsored activity, or other significant circumstances communicated to the instructor as soon as reasonably possible. Documentation may be requested when appropriate.
Unexcused Absence	An absence that is not communicated, approved, or supported by circumstances that would reasonably warrant an excused absence.
Warning Threshold	3 unexcused absences: Student may receive an attendance warning and be encouraged to meet with the instructor regarding course progress.
Grade Penalty	4–5 unexcused absences: Attendance may result in a reduction of the final course grade, up to one letter grade.
Course Failure	6 or more unexcused absences: Student may be unable to successfully complete the course and may receive a failing grade.
Late Arrival / Early Departure	Arriving more than 15 minutes late or leaving more than 15 minutes early may count as a tardy. Two tardies may be counted as one unexcused absence. Significant portions of class missed may be counted as an absence.

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Students are expected to:
• Come prepared — complete readings and activities before each session. • Participate actively in discussions and group work, demonstrating critical thinking. • Engage respectfully and honor diverse perspectives. • Use personal devices for course purposes only unless otherwise directed. • Submit work by established deadlines to support course pacing.

Participation is assessed through attendance and active engagement in class. This includes asking questions, sharing reflections or insights from assigned readings, contributing to class discussions, and participating fully in activities. Participation is evaluated through attendance points and the instructor's overall observation of each student's engagement throughout the course.

Course Activities

In-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 assignments for points, unless you have arranged this with me PRIOR with an excused note*
Homework / Assignments	Homework assignments include a three-generation genogram, ecological map, and family budget activity. Each assignment will be introduced and started during class, with any remaining work completed outside of class. Assignments focus on applying course concepts through visual mapping, reflection, and family decision-making.
Quizzes / Exams	Students will complete 2 exams throughout the term- one on week 7 and another on week 16. The exams will cover the chapters preceding the exams and will be non-cumulative. They will be completed on Canvas.
Projects	For this Final Research Project, you will conduct a Relationship Study to examine a topic related to relationships. 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 examine your topic via two sources- a) extant literature to support your question or hypothesis, and c) survey or interview people about a relationship topic. For any of these options, you will have to submit a paper and present briefly on your findings. For the Relationship Study, you will choose a topic connected to relationships. 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. You will also access the research literature to provide support for your topic. Your paper will need to be 9+ pages, and in APA format, with a reference page citing at least 4 academic sources. The rubric will be provided in class. Your presentation will be a 20 minute class presentation at the end of the term.

Course Policies

Late Work	All assignments are due by 11:59 p.m. on the stated due date. Late work will not be accepted unless an extension or other arrangement has been approved in advance. When possible, students should contact the instructor at least 48 hours before the deadline; exceptions may be considered for unexpected or unforeseen circumstances. Students are encouraged to communicate early if they are having difficulty completing an assignment. All coursework must be completed within the term, and no work will be accepted after the final week of class.
Make-Up Work	Make-up opportunities for missed in-class activities, quizzes, or other work may be considered for excused absences or approved circumstances. Students should contact the instructor as soon as

	possible to discuss available options. Alternative work may be assigned when an in-class activity cannot reasonably be recreated.
Extra Credit	There will be a few extra credit opportunities throughout the term varying from participating in research studies, attending related events, etc. Students will be able to earn 2 points per opportunity towards their final grade.
Incomplete Grade	Incomplete grades are not automatically issued without prior correspondence with the instructor. An Incomplete grade may be provided to a student when most of the course requirements have been completed and the remaining assignments was not able to be submitted due to extenuating circumstances. With early correspondence, a valid reason, and submitted documentation, the instructor may grant an incomplete.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

Important Information

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, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

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

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found [HERE](#). *On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).*

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Student with Disabilities Statement- Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services

Resource	Description	Contact / Website
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

Wk of	Theme	Topics / Readings	Due Dates
8/17	Introduction Review Course Syllabus	Syllabus	In-class activity
	Perspectives on Intimate Relationships	Chapter 1 Buunk, Park, & Dubbs (2008)	
8/24	Cultural Diversity & Family Structure	Chapter 2	
		Genograms & Timelines Take 'Parental Influence' Survey	In Class Assignment
8/31	Understanding Marriage and Family Dynamics	Chapter 3	Genogram Due
	Analyzing Dynamics in Families	Ecological Framework/Map	In Class Assignment
9/7	Communication & Intimacy	Chapter 4	Ecological Map Assignment Due
	Conflict & Conflict Resolution	Chapter 5	
9/14	The Four Horsemen (Gottman)	Gottman (2000)	

Wk of	Theme	Topics / Readings	Due Dates
	Fair fighting Rules		
9/21	Sexual Intimacy Sexual Assertiveness Gender Roles & Power in the Family	Chapter 6 Plowman & Utrzan (2014) Chapter 7	In Class Activity
9/28	Managing Economic Resources EXAM 1	Chapter 8 Chapters 1-8	In Class Assignment 10/1/2026
10/5	Friendship, Love, Intimacy & Singlehood Dating, Mate Selection, & Loving Together	Chapter 9 Discuss Final Project: Requirements Chapter 10 Discuss Final Project	Family Budget Assignment Due Submit research Question/ Hypothesis
10/12	WELLNESS WEEK	Wellness Activity	In Class Activity
10/19	Marriage: Building a Strong Foundation Parenthood: Joys & Challenges	Chapter 11 Chapter 12	
10/26	Midlife & Older Couples NO CLASS - Instructor at Convention	Chapter 13 WORK ON FINAL PROJECTS	Submit Interview Questions & Surveys by Fri.
11/2	Stress, Abuse & Family Problems Divorce, Single-Parent, & Stepfamilies	Chapter 14 Chapter 15	Final Project Check In Final Project Check In
11/9	Strengthening Marriages and Families Worldwide Review and Check In	Chapter 16	Final Project Check In Extra Credit Due
11/16	FINAL PRESENTATIONS FINAL PRESENTATIONS	PART 1 PART 2	PAPERS DUE
11/23	FINAL PRESENTATIONS NO CLASS	PART 3 THANKSGIVING HOLIDAY	 11/26
11/30	STUDY WEEK	NO CLASS	
12/7	Finals Week - Final Exam	Chapters 9-16	TBD