

Psychology 473/573: Intimate Relationships Spring 2018

T/Th 8:30-9:50
245 Straub

Instructor: Crystal Dehle, Ph.D.

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Note that I typically do not respond to emails or phone calls after 5pm or on weekends.

Teaching Assistant: Liz Ivie, M.S.

Office: Straub 470

Office Hour: W 11:30-12:30, or by appt.

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Course Description and Objectives

Welcome to Intimate Relationships! This course provides undergraduates with an upper division introduction to the academic and scientific study of couples and families. The course material draws heavily from both social and clinical psychology (as well as sociology, communication, and family studies), and provides an important foundation in relationship science for those interested in pursuing advanced training in couple and family therapy and/or couples research. At the end of this course students should be able to:

1. Describe historical changes in marriage
2. Distinguish between major theoretical frameworks in the study of intimate relationships
3. Discuss the role of gender and sexual orientation in intimate relationships
4. Describe common developmental transitions and contextual influences for couples and families
5. Identify research findings examining relationship challenges such as conflict, infidelity, divorce, and violence in intimate relationship
6. Summarize major components of evidence-based interventions with couples
7. Apply course concepts to relationship examples provided by real couples

Course Pre-Requisite

Successful completion of Psychology 303 (Research Methods) is a pre-requisite for this course. Much of the course content comes from empirical research on couples and families, thus a basic understanding of research methodology is important for understanding the material and completing required assignments. Students who have not successfully completed Psychology 303 should not be registered for the course.

Required Textbook

Bradbury, T.N., & Karney, B.R. (2014). Intimate Relationships 2nd Ed. Norton.

Course website

PSY 473/573 (Spring 2018; 35806, 35807): This Canvas site will provide supplemental information for the course (announcements, syllabus, grades, copies of class notes, assignments, etc.). It is in your best interest to check for updates frequently and stay connected.

Course Components and Requirements

Class meetings: Class meetings will include traditional lectures, videos, and activities. Material covered in class will include some (but not all) material from the assigned textbook reading, as well as new content that elaborates on topics covered in the text. Lectures may also include additional topics not included in the assigned text. Even though not all assigned reading from the textbook will be reviewed in the lectures, all the assigned textbook reading will be sampled from in the exams. Therefore, in order to be adequately prepared for exams it is important that students attend class, take careful notes, read all assigned chapters, and create and review study materials for the assigned reading.

Lecture slides for each topic will be available prior to the lecture in folders within the File menu on the course Canvas site. These are summary slides of the main points. You should take additional notes to enhance your comprehension and aid in your preparation for exams.

Exams: Mastery of the course content presented in the readings and class meetings will be assessed with 3 multiple choice exams. You should NOT expect that one reading of the assigned material will adequately prepare you for exams. You should create your own study materials from the reading in whatever format is most useful to you (e.g., chapter outlines, notes, flashcards of concepts, etc.), and allow sufficient time to repeatedly review and study those materials along with your lecture notes before the exams. The first two exams will be spaced evenly throughout the term, and the third exam is a non-comprehensive exam scheduled by the university during finals week. Only 2 of the 3 exam scores will count toward your course grade. Your lowest of the 3 exam scores will be dropped. If you miss an exam for any reason (illness, university sponsored activities or athletics, family emergencies, work conflicts, early departure during finals week, etc.), that will be counted as your dropped exam score. **Thus, make-up exams will not be scheduled.** It would be best to plan to take all 3 exams (as you never know when something unexpected might result in a missed exam), and use your lowest score as your dropped score.

Writing Assignment: Students will complete a paper focusing on the application of concepts and empirical information on intimate relationships to a documentary that follows 4 couples over a year. Links to the documentary are provided in the instructions for this assignment. You will watch the documentary outside of class time. Specific instructions for the content and format of the paper are available on Canvas. Papers will be graded on both content and writing quality, thus students should carefully edit and revise papers for grammar, spelling, organization, and clarity. The paper will be worth 35 points. **A printed hard copy is due in class on 6/7/18**

Extra Credit: Some class meetings will include activities designed to help students actively engage with course concepts, and they are a way to track and evaluate attendance and participation in the course. These in-class activities will provide opportunities to earn extra credit points. Each activity is worth .5 point added on to your total course points at the end of the term. Students must be present for the entire class and participate in the entire activity to be eligible to earn these extra credit points. These activities are not listed on syllabus. They cannot be made up for any reason. There will be approximately 5-7 of these throughout the term.

Psy 573 Students Only--Research Paper: Advanced study in any area of science requires the ability to read and critically evaluate the primary scientific literature. The goal of this assignment is to help you further develop these essential skills. Students enrolled at the graduate level (Psy 573) will be required to write a 5-7 page (double-spaced, 1 inch margins, 12 point font) term paper that describes compares and contrasts three journal articles addressing a topic relevant to intimate relationships. Use the textbook and course outline as a first source for selecting a general topic, followed by library, PsychINFO, and Pubmed/Google scholar searches for the selection of the two related articles on the topic of your interest (for online assistance in your search, see <http://libweb.uoregon.edu/guides/psychology/>). The chosen articles must be empirical in nature from peer reviewed journals, with data collected to investigate a specific question related to the topic of interest (i.e., no review articles, commentaries, news reports, or summary articles!). This paper will be worth up to 35 points. More information will be provided about the research paper on Canvas. **The paper is due on or before 5/3/18.**

Grading

Exams: Best 2 of 3 scores	35 points each (70 points total)
Writing Assignment (Psy 473/573)	35 points
Research Paper (PSY 573 ONLY)	35 points
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105 total points (140 points for Psy 573 students)	

Course Grade

Your grade for the course will be based on the percentage of points earned out of 105 total points (140 points for Psy 573 students). Your total points will consist of your two highest exam scores, your writing assignment score, and any extra credit points you have accumulated. This will be divided by 105 points (140 points for Psy 573 students). See the link below for more information on psychology department grading standards.

<https://psychology.uoregon.edu/courses/departments-grading-standards/>

A+ 100%	B- 80%	D 61-67%
A 91-99%	C+ 78-79%	D- 60%
A- 90%	C 71-77%	F < 59
B+ 88-89%	C- 70%	
B 81-87%	D+ 68-69%	

Electronics in Class

Students are expected to arrive for class on time, stay for the entire allotted time, and to behave in a manner that does not disrupt the learning of others. The use of cell phones, laptops (other than for note-taking), and other electronics is not allowed in class. Although it is possible to use electronics quietly and you may not see it as a problem in the classroom, electronics distract the students around you, and they disrupt my ability to communicate effectively with you in class. Please turn them off and leave them put away. If I become aware that you are using electronics during class for any purpose other than note-taking, you will be asked to put them away or leave class.

Learning Accommodations

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of this course that create disability related barriers to your participation. If you have a

documented disability, please provide your notification letter and meet with me as soon as possible to discuss accommodations. Students without a documented disability who are experiencing learning difficulties are encouraged to consult the Accessible Education Center (<http://aec.uoregon.edu/>) in 164 Oregon Hall at 346-1155 or disabsrv@uoregon.edu. In addition, tutoring services and study skills training are available through the University Teaching and Learning Center (68 PLC; 346-3226; <http://tlc.uoregon.edu/>).

Academic Honesty

Members of the university community are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to present the words, ideas, data, or work of another as one's own, or to cheat on an examination corrupts the essential process by which knowledge is advanced. If an instructor suspects academic misconduct, such as cheating, plagiarism, or unauthorized collaboration on assignments and/or tests the student will be contacted and if this does not clear up all suspicion the incident will also be reported to the Office of Student Conduct and Community Standards as required by State of Oregon administrative rules. Sanctions for confirmed academic misconduct may include an F in the course.

Prohibited Discrimination and Harassment Reporting

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at respect.uoregon.edu or aaeo.uoregon.edu or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at <http://aaeo.uoregon.edu/content/discrimination-harassment>(link is external)

Specific details about confidentiality of information and reporting obligations of employees can be found at <https://titleix.uoregon.edu>(link is external)

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: <https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message>

The instructor of this class, as a Student Directed Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless

someone is in imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration.

Tentative Course Schedule

Date	Class Topic	Reading & Other Assignments
4/3	Introduction to course: review syllabus	Ch. 1 Why Study Intimate Relationships
4/5	A Brief History of Marriage	Ch. 1 continued
4/10	Social Exchange Theory: Interdependency	Ch. 3 Theoretical Frameworks
4/12	Social Exchange Theory: Interdependency (cont.)	Ch. 3 continued
4/17	Men and Women in Heterosexual Relationships	Ch. 4 Men & Women, Gay & Straight
4/19	Gay and Lesbian Couples and Families	Ch. 4 continued
4/24	Exam 1 (Ch. 1, 3, 4 & Lecture)	
4/26	Effects of Divorce	Ch. 6 Personality & Personal History
5/1	Intimacy	Ch. 7 Communicating Closeness
5/3	Infidelity	Ch. 7 Communicating Closeness Psy 573 Research Paper Due
5/8	Conflict and Communication Skills	Ch. 8 Managing Differences
5/10	Conflict and Communication Skills (Cont.)	Ch. 8 Managing Differences
5/15	Relationship Violence	Ch. 8 continued
5/17	Relationship Violence (Cont.)	Ch. 8 continue
5/22	Exam 2 (Ch. 6, 7, 8 & Lecture)	
5/24	Common Transitions in Relationships: Cohabitation & Parenting	Ch. 13 Relationships Across the Lifespan
5/29	Behavioral Interventions for Parenting	Ch. 13 continued
5/31	PREP: Premarital Relationship Enhancement Program	Ch. 12 Improving Relationships
6/5	Behavioral & Cognitive Behavioral Interventions for Couples	Ch. 12 continued
6/7	Behavioral & Cognitive Behavioral Interventions for Couples	Ch. 12 continued Writing Assignment Due in Class (PSY 473/573)
6/15 (Fri)	Exam 3 (Ch. 12, 13 & Lecture) 8:00 am	