

Psychology 473: Intimate Relationships

Summer 2018

MTWR 12:00-13:50

162 LIL

Instructors: Jenn Lewis, MS and Yoel Everett

Office: Straub 432

Office Hours:

Jenn: W 9:30-11:30, or by appt.

Yoel: T 9-11 or by appt.

Email: jlewis5@uoregon.edu

yeverett@uoregon.edu

Contact Notes: We typically do not respond to emails between the hours of 6pm and 8am.

Email contact is less available on weekends as well. During the week, you can expect to have your email responded to within 24 hours.

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 and Materials

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

A Notebook for Reflection Assignments

Course website

PSY 473 (Summer 2018; 41884): 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. There are also study materials available on the site such as flashcards for each chapter.

Course Components and Requirements

Class meetings: Class meetings will include traditional lectures, videos, and activities. Material covered in class will include most (but not all) material from the assigned textbook reading, as well as some new content that elaborates on topics covered in the text. Lectures may also include additional topics not included in the assigned text. 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.

This course will move at a very fast pace, and because it's summer term, we pack a lot of materials into a short amount of time. To be successful in this course you should make every attempt to keep up with assignments and readings. Reading each chapter and attending each lecture will be an important component to doing well in the course.

Exams: Mastery of the course content presented in the readings and class meetings will be assessed with 3 multiple choice exams. To be best prepared for the exams you should read each chapter, attend every lecture, and make use of study materials (e.g., chapter outlines, notes, flashcards of concepts, etc.). You must be present on the day of the exams, **make-up exams will not be scheduled.**

Reading Quizzes: Students will complete a short 10 question quiz on the reading, due every day before class time. The quizzes will be timed, giving you 20 minutes for each quiz. Each exam will include approximately 20% of questions from quizzes. One quiz score will be dropped at the end of the term.

Reflection Assignments: Throughout class there will be several reflection assignments. These will take the form of writing prompts and questions in which you will record your response in the notebook you designated for the course. These reflection assignments are designed to allow you to think about and express your own thoughts and feelings about the material in this course. Some of these will occur in class and some will be assigned for homework. At the end of each week you will turn in your notebook to be graded on the reflection assignments for that week. Your work will not be graded on the content of your answers, but will be graded on your participation in the assignment, which includes answering each prompt in a thoughtful and thorough manner.

Participation: 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. 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.

Grading

Exams	16-17 points each (50 points total)
Reading Quizzes: Best 10 of 11	1.5 point each (15 points total)
Reflection Assignments	25 points
Participation points	10 points
<hr/>	
100 total points	

Course Grade

Your grade for the course will be based on the percentage of points earned out of 100 total points. Grades will NOT be rounded up. See the link below for more information on psychology department grading standards.

<https://psychology.uoregon.edu/courses/department-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%	

Attendance and 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 and other electronics is prohibited in class. Laptops may be used for note-taking purposes in the class. If you are found to be using your laptop for purposes other than class participation, you will be asked to leave the class and lose all points for the day – you will also lose laptop privileges for the rest of the course. 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.

Respect in the Classroom

The University of Oregon community values diversity and seeks to foster equity and inclusion in a welcoming, safe, and respectful community. In this course, we'll uphold these principles by encouraging the exploration, engagement, and expression of distinct perspectives and diverse identities. We will value each class member's experiences and contributions and communicate disagreements respectfully. Please notify me if you feel aspects of the course undermine these principles in any way. In order to foster inclusivity and respect for each other we will follow the following discussion ground rules in this course:

Discussing to Learn: Contribute ideas and views in the spirit of inquiring and learning together, rather than trying to debate or win arguments (unless the activity is designed as a debate or to assess best arguments).

Mindful Listening: Listen actively with attention and respect for what others are saying, without interrupting or tuning out to focus on preparing one's own contribution.

Stepping Up/Stepping Back: Pay attention to the voices in the room and be mindful of one's contributions. Are there patterns regarding which voices are being heard and which are not? How do I fit in these patterns? Is there need to step back and let others have opportunity to contribute? Is there need to step up and contribute more? Do we feel empowered to hold ourselves accountable for our class participation dynamics?

Listening Lenience: Remember that we are learning together and may not necessarily get something right the first or even second try. Practice being lenient with oneself and with others. Restating what someone just said can provide them an opportunity to clarify or revise their statement. Similarly, it is good practice to state when you say something not quite right and then try to state it again or ask for help in saying it.

Seek Clarification: Seek clarification when you are confused or have doubts, and also before you pass judgment on what another is saying. Practice statements such as "Are you saying that...?" or "What I hear you saying is..." or "If I understand you correctly...."

Ideas not Individuals: Focus on engaging others' ideas not judging or criticizing individuals. Asking for clarification can be helpful, and using language such as "The idea I hear you saying is..." (rather than "you said") or "I don't agree with that idea..." (rather than "I don't agree with you").

Support Our Statements: Offer supporting evidence of some kind to back up your contributions, such as data, clear reasoning or reference to a text, and be aware that your own experience or an anecdotal story may not fit a larger pattern. Remember that being an exception does not discredit a rule.

Emotional Awareness: Recognize that emotions are part of learning, and everyone can get emotionally worked up at any time. Remember that feelings are real and common yet are often temporal and will pass. Feelings also tend to be reactive and shaped by past experiences or other factors not necessarily present in the moment – this means reflecting more deeply about one's own feelings and why they might be arising, and being compassionate about what may be happening for others who express strong emotions. Feelings are also not inferences, meaning that one's feeling about something is a feeling, not an attribute about something else (e.g. feeling discomfort does not mean another person is trying to make me feel uncomfortable; or, feeling another person's anger does not mean they are angry at me).

A Part is Not the Whole: Remember that your view or experience is your view or experience, a partial opening onto the whole, and not necessarily a general view or experience of everyone; nor are the views or experiences of others necessarily going to match your own. And, just as you cannot represent an entire group of people, nor can anyone else represent a group of people. It is quite okay for everyone to speak their truth and their experience, but working from individual views and experiences to more general ideas or conclusions often requires considerable work.

Complex Issues are Not Simple: There are no easy answers or simple solutions for complex issues. The goal is not for one view to prevail over others or to arrive at consensus but to find ways to inquire and work together to advance inquiry and understanding.

Acknowledge Offense: If you feel offended or sense others may be offended, speak up and acknowledge that you feel offended or sense that others might be. Agree as a group to pause so that everyone can consider their own feelings and consider what may or may not have been intended by a particular comment or moment.

For additional assistance and resources, you are also encouraged to contact the following campus services:

The Division of Equity and Inclusion: 541-346-3175; vpinclusion@uoregon.edu

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
6/25	Introduction to course: review syllabus	Ch. 1 Why Study Intimate Relationships
6/26	Social Exchange Theory: Interdependency	Ch. 3 Theoretical Frameworks
6/27	Men and Women in Heterosexual Relationships Gay and Lesbian Couples and Families	Ch. 4 Men & Women, Gay & Straight
6/28	Exam 1 (Ch. 1, 3, 4 & Lecture)	
7/2	Attraction and Mate Selection	Ch 5. Mate Preference/Selection
7/3	Intimacy & Infidelity	Ch. 7 Communicating Closeness
7/4	NO CLASS	
7/5	Conflict and Communication Skills Relationship Violence	Ch. 8 Managing Differences
7/9	Exam 2 (Ch. 5, 7, 8 & Lecture)	
7/10	Common Transitions in Relationships: Cohabitation & Parenting	Ch. 13 Relationships Across the Lifespan
7/11	Behavioral Interventions for Parenting	Ch. 13 continued
7/12	Research Based Couples Therapy	Ch. 12 Improving Relationships

7/16	Behavioral & Cognitive Behavioral Interventions for Couples Ch. 12 continued	
7/17	Dialectical Behavioral Therapy Interpersonal Relationship skills	TBD
7/18	Guest Lecture: Professions in Couples/Family Therapy	
7/19	Exam 3 (Ch. 12, 13 & Lecture)	