Course Information:
PSYC5380.001: Seminar: Intimate Relationships
Summer 2015 – First Summer
MON & WED: 2:00-4:15
HPR: 135

Instructor Information:
Dr. Rosemary Barké (pronounced: Bar kay’)
Office: HPR 208
Office Hours: TUE 1:00 to 4:00. (Please call for an appointment if you cannot meet then.)
Office Phone: (903) 566-7144; Cell: (903) 262-XXXX (Please do not send text messages)
E-mail: rbarke@uttyler.edu; RoseTori@aol.com (Best way to reach me)

Blackboard Site: 2015-Summer-PSYC-5380.001

Required Text, Materials/Supplies, and Related Readings: (in the order we will use them)

Supplemental Texts I will use. These are optional for you:

A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Description: This course is intended to introduce students to the study of love relationships, and offer opportunities to read and discuss theoretical, cultural and empirical approaches to understanding love relationships.

Student Learning Outcomes:
As a result of this course, successful students will be able to:
1. Identify and explain well-known theories of love relationships
2. Identify predictors of successful and unsuccessful long term love relationships
3. Describe and explain the results of current research about love relationships
4. Identify components of healthy long term love relationships
5. Identify dysfunctional love relationship elements
6. Describe common interaction patterns in couple love relationships
7. Identify factors that would increase the probability of an affair occurring
8. Describe some methods of reducing the probability of an affair occurring
9. Identify some relationship tools that promote long-term, committed relationships
10. Analyze cultural depictions of love
11. Create a workshop for couples related to one of the topics covered in this class (outline)
Due Dates:

Topical Outline and Calendar (Tentative):

Agenda:
Date: | Read for this class | Topics for the Class
---|---|---
Mon, June 1, | | Orientation, Introduction & Leo
Wed, June 3 | P) Intro, CH 1-4 | Proximity, Arousal, Beauty & Character
Mon, June 8 | (P) CH 5-8 | Beauty, Character & Similarities
Wed, June 10 | (P) Review | Test #1 and Gottman Video
Mon, June 15 | (Gt) CH 1-6 | Beginning Principles
Wed, June 17 | (Gt) CH 7-11 | Continued Principles
Mon, June 22 | (Gl) pp.Intro, 1-160 | Test #2 and Intro to Glass’s work
Wed, June 24 | Gl) 162-382 | Affairs and Consequences
Mon, July 1 | Review everything | Test #3 and Prep time
Wed, July 3 | | Workshop Presentations

Evaluation and Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Project/Presentation</td>
<td>500</td>
</tr>
<tr>
<td>Participation/attendance</td>
<td>100 points – Contact me by email if you must be absent</td>
</tr>
<tr>
<td>Tests</td>
<td>300 points – (100 points each)</td>
</tr>
<tr>
<td>Feedback to groups</td>
<td>100 points</td>
</tr>
<tr>
<td>Total possible points</td>
<td>1000 points</td>
</tr>
</tbody>
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A = 900 to 1000 points; B = 800 to 899; C =700 to 799; D = 650 to 699 F = 649 or less.

Please note -- I will not round up grades. If you have 899 points and have not taken advantage of opportunities to earn bonus points you will have a “B” for this class.

Tests: The tests will be in multiple-choice, matching, short answer, and short essay format.

Teaching Strategies:

Projects:

Group Presentation:

For this requirement your group will prepare a 30 minute presentation of your workshop with a week by week (or hour to hour) break down of what you will do in the work shop. You will also demonstrate at least one exercise you will do with your participants. You will earn up to 500 points for this requirement. I will ask for feedback from your group members to determine if you contributed to the group as contracted. If you committed
to complete tasks and did not complete them you can lose a percentage of your points. I will decide based on the feedback your group members provide to me. If you have a group member who enjoys presenting information and has strength in this area and does not write very well and another member who writes very well but fears public speaking – you may arrange to divide up tasks according to the strengths of the group members. Please prepare a power point presentation highlighting the main points of your presentation and a flyer or trifold advertising your workshop. Again, your presentation should last approximately 30 minutes.

Suggested workshops for presentations:

Understanding the falling in love process.

Understanding the 7 Principles of long-term marital satisfaction. (prevention or intervention)

How to reduce the probability of Infidelity occurring in your relationships. (prevention)

How to heal from infidelity – as a couple who wants to stay together; or

How to heal from infidelity when you are single again.

My topic: ____________________________________________

My group members: ___________________________ Their contact info: ________________________________

Related Field Experiences: NA

University Policies:

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
Being reinstated or re-enrolled in classes after being dropped for non-payment
Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).
Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.
(i) “Cheating” includes, but is not limited to:
• copying from another student’s test paper;
• using during a test, materials not authorized by the person giving the test;
• failure to comply with instructions given by the person administering the test;
• possession during a test of materials which are not authorized by the person giving the test, such as
class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if
they have been specifically prohibited by the person administering the test;
• using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered
test, test key, homework solution, or computer program;
• collaborating with or seeking aid from another student during a test or other assignment without
authority;
• discussing the contents of an examination with another student who will take the examination;
• divulging the contents of an examination, for the purpose of preserving questions for use by another,
when the instructor has designated that the examination is not to be removed from the examination
room or not to be returned or to be kept by the student;
• substituting for another person, or permitting another person to substitute for oneself to take a course,
a test, or any course-related assignment;
• paying or offering money or other valuable thing to, or coercing another person to obtain an
unadministered test, test key, homework solution, or computer program, or information about an
unadministered test, test key, homework solution or computer program;
• falsifying research data, laboratory reports, and/or other academic work offered for credit;
• taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student
knows or reasonably should know that an unfair academic advantage would be gained by such
conduct; and,
• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an
academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or
obtaining by any means another’s work and the submission of it as one’s own academic work offered
for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in
preparing academic assignments offered for credit or collaboration with another person to commit a
violation of any section of the rules on scholastic dishonesty.

CEP Vision and Mission and Program Standards

Vision
The College of Education and Psychology is nationally recognized and respected for its academic
programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service.
The College prepares leaders to meet the critical challenges of the 21st Century, to make significant
contributions to local and global communities, and to work toward individual and cultural equity.

Mission
The mission of the College of Education and Psychology is to provide a positive environment that
fosters the acquisition of knowledge and skills. The mission is individually and collectively realized
through a community of scholars that contributes to knowledge through scholarly inquiry; organizes
knowledge for application, understanding and communication; and provides leadership and service.
Additionally, the College is committed to affirming and promoting global perspectives, cultural
diversity, and respect for individual differences as a means of enhancing learning, service, and
scholarship.

CMHC Program Mission:

The Master of Arts in CMHC program is intended to prepare students to counsel persons experiencing
emotional distress through development of specific competencies in human growth and development,
assessment, counseling/therapy theories and methods and practice, cultural diversity, group counseling,
career development, research methods and ethical counseling practices. Students who complete their programs and get their degrees are well-prepared for the Licensed Professional Counselor state licensing examination and are employed in a variety of mental health settings. Students may complete a generalist program or specialize in marriage and family counseling. Students specializing in couple and family counseling acquire additional competencies in marriage and family theories, counseling interventions and ethics. The core program curriculum is designed to align with national Counseling standards of the Council on the Accreditation of Counseling and Related Educational Programs (CACREP).

PROGRAM LEARNING OUTCOMES

CMHC M.A.:

1.0 Human Growth and Development: Students will demonstrate understanding of the nature and needs of individuals at all developmental levels, and in multicultural contexts including theories of individual and family development and transitions across the life-span, theories of learning and personality development, including current understandings about neurobiological behavior, and the effects of crisis, trauma and disasters on individuals of all ages.

2.0 Counseling Appraisal and Assessment: Students will describe, explain, discuss and competently apply the use of assessment methods in counseling, including individual appraisal and diagnosis of emotional and psychological disorders.

3.0 Counseling Helping Relationship Skills: Students will describe, explain, and apply an understanding of counseling/therapy theories and methods, and demonstrate effective practice of counseling/therapy skills.

4.0 Professional Orientation and Ethics: Students will demonstrate understanding of ethical standards of professional organizations and credentialing bodies and applications of national and state ethical and legal considerations in professional psychology and counseling, professional organizations, and professional credentialing, including certification, licensure, and the effects of public policy on these issues.

5.0 Social/Cultural Diversity Issues and Skills: Students will demonstrate an understanding of the nature and impact of human and cultural diversity on assessment and intervention, theories of multicultural counseling competencies, identity development, and social justice, individual, couple, family, group, and community strategies for working with and advocating for diverse populations, and roles in eliminating biases, prejudices, processes of intentional and unintentional oppression and discrimination.

6.0 Group Counseling Skills: Students will demonstrate an understanding of both theoretical and experiential aspects of group purpose, development, dynamics, theories, methods and skills, and other group approaches in a multicultural society, including principles of group dynamics, group process components, group leadership or facilitation styles and approaches, and theories and methods of group counseling.

7.0 Career Development and Counseling: Students will demonstrate an understanding of career development and related life factors, including career development theories and decision-making models, career development program planning, organization, implementation, administration, and evaluation, assessment instruments and techniques that are
relevant to career planning and decision making, and career counseling processes, techniques, and resources.

**8.0 Research Methodology and Analysis:** Students will demonstrate an understanding of research methods and statistical analysis, including the critical appraisal of psychological research.

Disclaimers: The instructor may amend this syllabus to meet the evolving needs of the students and or University, Department, or any other identified entities. Changes will be provided to students in writing and/or via BB site. Also, unfortunately, the books we use tend to overemphasize heterosexual relationships and underreport data related to gay and lesbian couples. Please feel free to bring up articles or research data that you believe can help us to understand any differences that may be related to diversity of race, religion, sexual orientation, status, nationality, gender, SES, language, ability and disability, and any other groups or statuses.

Note: Dr. Rosemary Barké is supervised by Dean Sherman of the College of Education and Psychology. If you have any problems related to this class please speak with me directly. If you believe I have not been responsive to your needs your next step would be to speak with Dr. Sherman about your concerns.