

**COURSE UNIT INFORMATION SHEET (SYLLABUS)**

**2019/2020**

<p><b>Name</b></p> <p>Psychology of Personal Relationships</p>
<p><b>Teaching staff</b> (Also indicate the Professor in charge)</p> <p>João Moreira (Professor in Charge)</p>
<p><b>ECTS</b></p> <p>6</p>
<p><b>Functioning</b></p> <p>1<sup>st</sup> semester</p>
<p><b>Learning goals</b></p> <p>It is expected that, after successful completion of this course unit, the students will:</p> <ul style="list-style-type: none"> <li>• Know and value the study of personal relationships as an autonomous, interdisciplinary field of knowledge within human and social sciences</li> <li>• Know and value the importance of the specifically relational level in the study of psychological phenomena, distinguishing it from the individual, family, group and social levels</li> <li>• Particularly know and value the interface between the relational and the individual levels, given that the latter is more characteristic of psychology, and will be capable of articulating the knowledge acquired on personal relationships with knowledge of other domains within psychology (cognition, development, motivation, personality, clinical, educational, work and organizations, etc.)</li> <li>• Know the main topics research on relationships has focused on, and the main conclusions research has reached regarding them</li> </ul>
<p><b>Skills to be developed</b></p> <ul style="list-style-type: none"> <li>• Analyzing determining factors in the dynamics of personal relationships</li> <li>• Interpreting and critically analyzing the international scientific literature on personal relationships</li> <li>• Applying the acquired knowledge to the analysis of concrete relationship situations</li> </ul>

**Prerequisites (precedences) \***

None

**Contents**

- The specificity of the relational phenomenon
  - An attempt at characterizing and defining the concept of "personal relationship"
  - The importance of personal relationships in human life
- The diversity of relationships
  - Relationship typologies: differentiating characteristics and their implications
- The relationship life cycle
  - Factors involved in relationship formation: their differentiation as a function of relationship types
  - Development, maintenance, decline and termination of relationships
- Relationships across the human life cycle
  - Friendship in childhood: development and functions
  - Personal relationships in adolescence: parents vs peers
  - Personal relationships in adulthood and old age
- Love and romantic love
  - Love and romantic love theories
- Attachment in adulthood
  - The nature of attachment in adolescence and adulthood
  - Individual differences in adult attachment: attachment style and its implications
- Pre-marital relationships
  - The development of pre-marital relationships
  - Commitment: the investment model
- Marital relationships
  - General overview of research on marriage in the last decades
  - Determinants of breakup risk
  - Marital satisfaction
  - Marital interactions and their implications
- Social support
  - Historical development of social support concepts and research
  - Effects and mechanisms of social support
  - The communication of support
  - The role of interpersonal expectations, attachment style and relationship quality
- Intimacy
  - Diverse definitions and approaches to the concept
  - Links to other personal relationship concepts
  - Importance to adjustment
- Negative qualities and processes in relationships

- Infidelity
- Jealousy
- Reactions to dissatisfaction: the “voice-neglect-loyalty-exit” model
- Conflict in relationships: a two-dimensional model
- Relationship violence

### Bibliography

Bradbury, T. N., & Karney, B. R. (Eds.). (2010). *Intimate relationships*. New York: W. W. Norton.

Duck, S. W. (1991). *Friends, for life: The psychology of personal relationships* (2nd ed.). New York: Harvester Wheatsheaf.

Fletcher, G. J., Simpson, J. A., Campbell, L., & Overall, N. (2013). *The science of intimate relationships*. Malden, MA, USA: Wiley-Blackwell.

Vangelisti, A. L., & Perlman, D. (Eds.). (2006). *The Cambridge handbook of personal relationships*. New York, NY, US: Cambridge University Press.

Vohs, K. D., & Finkel, E. J. (Eds.). (2006). *Self and relationships: Connecting intrapersonal and interpersonal processes*. New York: Guilford.

### Teaching methods

- Theoretical classes with lecturing and discussion
- Practical classes with discussion and practical activities
- Critical reflection paper on an article and on personal experience, written individually and autonomously by students
- Research paper authored in a work group by students, on a topic of personal relationships, written according to APA rules
- Use of resources made available in the Moodle platform, namely in disseminating readings (basic and complementary), creating discussion groups and answering questions

### Evaluation Regimes (General and/or Alternative)

There is no alternative regime (but see Rules for special students)

### Evaluation Elements

(Dates due, weights, minimum required grades)

- Final, written, individual exam
  - Weight: 60%
- Individual paper
  - Contents: critical reflection on one of the papers of the complementary bibliography

- Maximal length: 1000 words
- Weight: 15%
- Group research paper
  - Group composition: 4 to 5 students, which may be in different practical classes
  - Contents: a research report in scientific article format (according to APA norms), about a theme to be developed in the practical classes
  - Maximal length: 7500 words
  - Weight: 25%
- General evaluation rules:
  - All papers should be sent via email, with no need to turn in paper printouts
  - The three evaluation elements are required for approval in the course unit

### **Rules for grade improvement**

Any of the three evaluation elements can be redone for grade improvement. Any element having received a passing grade (10 or higher) can only be improved once. Any element not improved retains the previously obtained grade. The weights to be applied will be those of the current year. Students should be aware of further limitations imposed by general Psychology Masters' Course rules (only one grade improvement season allowed).

### **Rules for students having previously failed the course unit \***

For students having previously failed the unit or not previously evaluated due to the absence of one or two elements, the grades obtained in the completed elements will be transferred to homologous elements in the subsequent year, although the student may also choose to improve them, according to the rules above.

### **Requirements on attendance and punctuality**

Students are expected to attend classes and be punctual, even if no attendance register is taken

### **Rules for special students**

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) \*

In case of convenience to the types of students mentioned above, group papers can be done individually or in smaller groups

### **Language of instruction**

Portuguese

### **Disciplinary violations and penalties**

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following

behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else's work as one's own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

\* If applicable