

## COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2023/2024

**Study Programme** Undergraduate degree in Psychology

<b>Name</b> Psychology of Personal Relationships
<b>Teaching staff</b> (Also indicate the Professor in charge) João Moreira (Professor in Charge)
<b>ECTS</b> 6
<b>Functioning</b> First semester. One theoretical class and one or more practical classes
<b>Learning goals</b> It is expected that, after successful completion of this course unit, the students will: <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 theoretical frameworks in the field of personal relationships, as well as the main topics and conclusions of research in this domain</li></ul>
<b>Skills to be developed</b> <ul style="list-style-type: none"><li>• Analyzing determining factors in the dynamics of personal relationships, in their broad diversity</li><li>• Applying the acquired knowledge to the analysis of concrete relationship situations</li><li>• Interpreting and critically analyzing the international scientific literature on personal relationships</li><li>• Collection, analysis, and interpretation of research data in the field of personal relationships</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
- 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
- Attachment in adulthood
  - Intimate relationships in adulthood as attachment relationships
  - The formation and transfer of attachment bonds
  - Stability and change in attachment style
  - Attachment style across relationships
- Positive processes and qualities in relationships
  - Commitment: Models, foundations, and typologies
  - Social support: Concept, effects, and mechanisms; the communication of support
  - Intimacy
  - Forgiveness in relationships
- Negative qualities and processes in relationships
  - Loneliness
  - Infidelity
  - Jealousy
  - Conflict
  - Relationship violence

### Bibliography

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

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

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

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

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



*processes. 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 rules of the study programme (only one grade improvement season allowed).

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

For students having previously failed the unit or not having been 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. Foreign students may be allowed to take their examinations or present their papers in English.

#### **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