

School of Continuing and Professional Studies
DePaul University

THIS IS A WORKING DRAFT OF THE SYLLABUS AND WILL BE UPDATED
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CCH 234
Couples Psychology and Intimate Partner Conflict
Course Syllabus
Winter 2021

Instructor:	Joseph C. Chen, Ph.D.	Modality: Online
Email:	jchen31@depaul.edu (preferred method)	January 4 – March 16
Phone:	(312) 362-7391	
Office:	14 East Jackson, Room 1419	

COURSE DESCRIPTION

Love and romance have both enraptured and tormented humans throughout history and across cultures. Romantic couplehood can be a source of support and closeness, and it can also be a perpetrator of emotional pain. Different cultures have understood the nature and purpose of couplehood, reflective of the values and norms of both place and time. This course will examine the psychology of romantic couplehood and focus on the factors that affect attraction, intimacy, conflict, and discord, as well as the methods and strategies to repair ruptured partnerships. Topics covered include: origins of romantic love, theories of love and attraction, individual development and attachment, and models of couples psychology and couples counseling.

LEARNING OUTCOMES

FOR SCPS CREDIT-BASED STUDENTS (BAPS, BADA, DCM) AND OTHER DEPAUL STUDENTS

Students will register for 4 credits.

- By the end of this course, students should be able to:
1. Understand the psychological concept of romantic love and how it manifests in couples relationships
 2. Understand the neuroscience behind attraction and emotional intimacy
 3. Understand and differentiate cultural approaches to romantic relationships
 4. Identify and explain factors associated with relational conflict
 5. Identify and explain key theories of individual development related to love and attraction
 6. Identify and explain key theories of couples psychology
 7. Identify and apply strategies to repair ruptured romantic relationships

Learning Outcomes 1 – 6 are met through the online discussions, quizzes, and research papers.

Learning Outcome 7 is met through the Applied Project.

LEARNING STRATEGIES AND RESOURCES

In this online, asynchronous course, weekly modules utilize a variety of learning resources to understand the psychology of couples, including readings, online discussions, and written assignments. A significant portion of readings can be located on e-reserves. Below are three required texts.

Required Texts:

Gottman, S. & Silver, N. (2015). *The seven principles for making marriage work: A practical guide from the country’s foremost relationship expert*. New York, NY: Harmony.

Hendricks, H. & Hunt, H.L. (2019). *Getting the love you want: A guide for couples (3rd Edition)*. New York, NY: St. Martin’s Griffin.

Johnson, S. (2008). *Hold me tight: Seven conversations for a lifetime of love*. New York, NY: Little Brown Spark.

Schnarch, D. (2009). *Passionate marriage: Keeping love and intimacy alive in committed relationships*. New York, NY: W.W. Norton & Company.

LEARNING DELIVERABLES AND ASSESSMENT OF STUDENT LEARNING

Online Discussion Posts (25 points each) – Almost weekly online discussions will be posted on D2L. The online discussions can vary and will be an article or current event that relates to the current module. Students are expected to participate in these online discussions and post your thoughts/opinion and respond to two of your classmates by the designated due date every week. Students are highly advised to post early. Online posts will be graded based mostly on quality and depth of thought. Please use decorum, etiquette, and proper grammar in your posts. There is no minimum or maximum length requirement. Due:

Grammar	= 5 points
<u>Quality/Depth of thought</u>	= 20 points
Total	= 25 points

Quizzes (50 points each) – These open-book quizzes will include a mix of multiple choice and short-answer questions designed to help students understand and identity concepts. Due:

Grammar	= 5 points
Insights gained on activity	= 20 points
<u>Insights gained on application to change area</u>	= 25 points
Total	= 50 points

Mini Research Papers (100 points each) – Students will write two mini research papers investigating and critiquing 1) an individual development model of choice and 2) a family systems model of choice. Due:

Grammar	= 5 points
Comprehensiveness of Review	= 55 points
<u>Demonstration of Understanding Foundational Tenets</u>	= 40 points
Total	= 100 points

Applied Project (300 points) – Students have two choices for this project. They can either choose to use their own relational experiences or they can choose characters from a movie or book (options for movies and books will be provided). Students are to pick a couples model of choice and apply it to their own relational experiences or to characters from a movie or book. Students will first need to adequately describe the relevant aspects of individual psychology related to themselves/characters, describe and identify the source of the relational conflict, and utilize the couples model of choice to help treat the couple.

Grammar	= 30 points
Analysis of book	= 170 points
<u>Recommendations</u>	= 100 points
Total	= 300 points

Attendance and Participation (100 points): Class attendance and participation is a necessary part of this course. In accordance with DePaul policy, students who fail to attend more than 2 classes will receive a failing grade. If you foresee absences, please let me know ASAP, preferably at the beginning of the quarter and we will arrange for you to complete assignments. If an emergency arises, please contact me and we can discuss how to proceed.

Late Work: Late submissions will be allowed one week past the due date. Work submitted after one week past the due date will not be accepted and you will not receive credit for that assignment. If there are circumstances that preclude you from submitting within the allotted timeframe, please actively discuss with me.

Overall Grading Scale:

Attendance (10 Total)	= 100 points (10 points each)
Online Discussion Posts (8 Total)	= 160 points (20 points each)
Insights Papers (8 Total)	= 400 points (50 points each)
Book Review	= 100 points
Critical Analysis Project	= 300 points
Total	= 1060 points

A	= \geq 980	C+	= 821 to 842	D-	= 631 to 661
A-	= 949 to 979	C	= 768 to 820	Fail	< 661
B+	= 927 to 948	C-	= 737 to 767		
B	= 874 to 926	D+	= 715 to 736		
B-	= 843 to 873	D	= 662 to 714		

Pass/Fail Grade Policy

DePaul Temporary Pass/D/F policy

The university has adopted a special temporary P/D/F grading policy for both graduate and undergraduate programs until further notice. Details of the P/D/F policy can be found on the university [COVID 19 Update](#) website.

Highlights:

- Students can choose or remove the P/D/F option until 3 days after the grade deadline.
- Go to Campus Connect, Academic Records, to select or remove this option.
- See the COVID 19 update website for exact dates and deadlines.
- Faculty will submit a letter grade in all cases.
- If the grade is a C- or better, with the P/D/F option, it will automatically change to Pass.
- All other grades will remain including D, F, IN, M, W.
- Students can choose this option for any or all of their program requirements.
- Contact your advisor for more information.

This policy is temporarily overridden by the Covid 19 P/D/F policy and will resume when the temporary policy has ended.

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the [University catalog](#) before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the [SCPS catalog](#).

Minimum SCPS Grade Policy: SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work

applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements

Incomplete (IN) Grade: This process follows university [policy](#). A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade form](#) (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- *The instructor has discretion* to approve or not approve the student's request for an IN grade.
- *The instructor has discretion* to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor *may not* enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

COURSE SCHEDULE

Week One (January 4): Introduction to Romantic Love and Couplehood

Required Readings Due:

- Reddy, W.
- May
- Pan
- Vaughan
- Jankowiak & Fisher
- Lindholm

Recommended Readings:

Homework Due:

- None

Week Two (January 11): Models and Theories of Love

Required Readings Due:

- Fischer, H. (neurophysiological)
- Doidge, N. (2007). Acquiring tastes and love (neurophysiological)

- Sternberg (triangle theory and love as a story)

Recommended Readings:

Homework Due:

- Online Discussion 1
- Quiz 1

Week Three (January 18): Individual Development – Analytic and Psychodynamic Models

Required Readings Due:

Recommended Readings:

Homework Due:

- Online Discussion 2
- Quiz 2

Week Four (January 25): Individual Development – Attachment Models

Required Readings Due:

Homework Due:

- Online Discussion 3
- Quiz 3

Week Five (February 2): Family Systems – Structural and Communication Models

Required Readings Due:

Recommended Readings:

Homework Due:

- Mini Research Paper 1 (Individual Development)

Week Six (February 9): Family Systems – Solutions-based and Social Constructivist Models

Required Readings Due:

Recommended Readings Due:

- Bowen, M.

Homework Due:

- Online Discussion 4
- Quiz 4

Week Seven (February 16): Couples Psychology – Sound Relationship House Model

Required Readings Due:

- Gottman
- Chapman,

Recommended Readings:Homework Due:

- Mini Research Paper 2 (Family Systems)

Week Eight (February 23): Couples Psychology – Imago and Crucible ModelRequired Readings Due:

- Hendricks
- Schnarch

Recommended Readings:Homework Due:

- Online Discussion 5
- Quiz 5

Week Nine (March 2): Couples Psychology – Emotionally-Focused ModelRequired Readings Due:

- Johnson, S.

Homework Due:

- Online Discussion 6
- Quiz 6

Week Ten (March 9): Wrap-up and Class PresentationsRequired Readings Due:Homework Due:

- Online Discussion 7
- Quiz 7
- Presentations

Week Eleven (March 16): No ClassHomework Due:

- Applied Project

COURSE POLICIES

Describe here the specific policies and procedures the instructor has for the course that are additional to the college/university policies, for example, classroom/discussion etiquette, late work, code of responsibility, etc. Include how changes to the syllabus will be communicated. (Changes to the originally published course syllabus used to select/register for a course should be communicated in the first session/week of the course in writing; if significant assignment changes are made during the course it should be done officially with the consensus approval of students.)

Select the applicable policies below (i.e., UGRAD and/or GRAD) depending on the level of your course. Include the statement:

This course includes and adheres to the college and university policies described in the links below:

[APA citation format](#) (GRAD)[Academic Integrity Policy](#) (GRAD)

[Academic Integrity Policy](#) (UGRAD)

[Incomplete \(IN\) and Research \(R\) Grades Expiration Policy](#)

[Withdrawal/Drop Policy](#) and [Withdrawal Tuition](#)

[Accommodations Based on the Impact of a Disability](#)

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

[Protection of Human Research Participants](#)

Other Resources for Students

[University Center for Writing-based Learning](#)

[Dean of Students Office](#)

Instructor Bio

Joseph C. Chen is a member of the DePaul University faculty, serving as an Associate Professor and Director of the Office of Prior Learning Assessment in the University's School of Continuing and Professional Studies. He earned his B.A. in Psychology from Wheaton College (IL) and completed his doctoral degree at Virginia Commonwealth University, obtaining both a M.S. and Ph.D. in Counseling Psychology. As part of his doctoral education, he completed both a predoctoral internship and a postdoctoral clinical fellowship at the University of California, Berkeley. A licensed clinical psychologist, he maintains his own private practice, which informs his teaching. His research interests revolve around the change process, specifically focused on change within educative and acculturative contexts.

Additional Considerations

Additional information for the instructor's consideration in planning the syllabus may be provided in this section, especially to address unique programmatic needs.

Recording of Classroom Sessions Conducted via Videoconference tools:

- Synchronous teaching sessions can be recorded by the instructor for educational purposes. These recordings will be made available only to students presently enrolled in the course via password protected links. Links will be posted via the course webpages on D2L and viable for the present term only.

- Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.
- Students have the right to protect their privacy during recordings by appearing in an audio-only mode; pseudonymous usernames can be used by students, if shared offline with the instructor.
- Instructors may retain portions of the recordings that contain their intellectual property consistent with University policy, with students' identifying information removed.