Course Information

Term: Winter 2022  
Credits: 3  
Course Dates: Jan 3rd-21st, 2022  
Course Times: M/F 10-12 PM EST /Asynchronous  
Classroom: Virtual

Professor: Dr. Marisa G. Franco  
Pronouns: She/her  
Email: mgf269@umd.edu  
Office Hours: By appointment

Course Description

The Psychology of Friendship, a 3-credit course, invites you to understand how to make and keep friends. The course is applied, which means you will not only learn about friendship, but you will also be expected to enact new behaviors to improve your friendships. These applied activities include setting goals around friendships, meditations to rewrite maladaptive relationship beliefs, and reflections to explore how to improve as a friend. You will be expected to work collaboratively with classmates to complete applied activities.

Note: This course fulfills a Theme II and/or 400 Level Non-Lab.

Learning Outcomes

Once students complete this course, they will be able to:

1. Take more initiative to make friends  
2. Develop healthier beliefs around vulnerability  
3. Understand their triggers and how they affect how they show up as friends  
4. Show more love to friends  
5. Improve at receiving love from friends  
6. Develop healthier communication patterns

Assessment of Engagement & Deliverables

I want to invite you to focus less on using this course to get a good grade and more on using this course to improve your life. Thus, all the worksheet assignments in this course are pass/fail. Nevertheless, the more effort and intention you put into the assignments, the more you and your friends will benefit from this class. Thus, I encourage you to set aside time to deeply reflect throughout the assignments.
Lateness Policy

If you submit assignments late, without getting my prior approval to do so, you will lose 10% for each day the assignment is late.

Readings

You will not have to purchase any books for this class. All readings are available online and linked to in the syllabus.

Course Outline by Module & Week

Note: The chart that follows details our plans for the winter semester. These plans are subject to change as necessary. In the event of a prolonged university closing, or extended absences from class due to you or me getting sick, adjustments will be made to the course schedule, deadlines, and assignments. These adjustments will be announced in as timely a manner as possible.
# PSYC 489M
## PSYCHOLOGY OF FRIENDSHIP
### SYLLABUS

<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Topic</th>
<th>Deliverables</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>The Importance of Friends</td>
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<tr>
<td>1</td>
<td>1/3</td>
<td>Why friends are important</td>
<td>Summarize an empirical article on the importance of friendship, due 1/7&lt;br&gt;Read <a href="#">How to Make Friends as an Adult</a> article by 1/7</td>
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<td>2</td>
<td></td>
<td>Asynchronous: Watch TED talk <em>What makes a good life? Lessons from the longest study on happiness</em> by 1/7</td>
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<td>Making and Keeping Friends</td>
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<tr>
<td>3</td>
<td>1/7</td>
<td>Initiative</td>
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<td>4</td>
<td>1/10</td>
<td>Asynchronous: Friendship initiation practices</td>
<td>Meditation log, Initiation Application &amp; Cognitive Attribution worksheets, due 1/10</td>
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<td>5</td>
<td>1/10</td>
<td>Authenticity &amp; Vulnerability</td>
<td>Read <a href="#">Why We Struggle to Receive Love</a> by 1/14&lt;br&gt;Read <a href="#">What if Friendship, not Marriage, was at the Center of Life?</a> by 1/14</td>
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<td>6</td>
<td>1/14</td>
<td>Asynchronous: Vulnerability and authenticity practices</td>
<td>Self-Compassion log, Triggers and Vulnerability worksheets, due 1/14</td>
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<td>7</td>
<td>1/14</td>
<td>Affection</td>
<td>Read <a href="#">How Open Conflict Benefits Relationships</a> by 1/17</td>
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<td>8</td>
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<td>Asynchronous: Practices to give and receive love</td>
<td>Affection Application &amp; Receiving Love Worksheets, due 1/17</td>
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<td>Ending Friendships and Reflections</td>
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<td>9</td>
<td>1/17</td>
<td>Anger, Conflict, and Endings</td>
<td>Friendship presentations to be presented on 1/21</td>
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<td>10</td>
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<td>Asynchronous: Conflict role play</td>
<td>Role-play feedback Worksheet, due 1/21</td>
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<td>11</td>
<td>1/21</td>
<td>Friendship Presentations</td>
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Resources & Accommodations

Accessibility and Disability Services
The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The Accessibility & Disability Service (ADS) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements. For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at adsfrontdesk@umd.edu. Information about sharing your accommodations with instructors, note taking assistance and more is available from the Counseling Center.

Mental Health Concerns
You may experience mental health issues that impede your ability to engage in the class. If so, I will provide accommodations as long as you reach out as early as possible so that we can make a plan for you to navigate this course in a way that feels reasonable to you. I won’t be able to accommodate those who ask for mental health accommodations retrospectively (e.g., after already missing coursework). If your mental health is suffering, I ask that you keep the lines of communication open so I can understand how to best support you.

Student Resources and Services
I encourage you to visit UMD’s Student Academic Support Services website to learn more about the wide range of campus resources available to you. In particular, everyone can sharpen their communication skills (and improve their grade) by visiting UMD’s Writing Center. Know that there is a wide range of resources to support you with whatever you might need (UMD’s Student Resources and Services website may help). If you feel it would be helpful to have someone to talk to, visit UMD’s Counseling Center or one of the many other mental health resources on campus.

Basic Needs Security
If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit UMD’s Division of Student Affairs website for information about resources the campus offers you and let me know if I can help in any way.
Course Evaluation
Please submit a course evaluation through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations on the Course Eval UM website. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo, the evaluation reports for the thousands of courses for which 70% or more submitted their evaluations.

Course Policies
It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses. For students, that begins with Academic integrity. The Office of Undergraduate Studies provides a full list of course-related policies. Please follow up with me if you have questions. UH is committed to creating equitable and inclusive learning environments and Gateway relies on you to support:

Names/Pronouns and Self-Identification
The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more. Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Gateway travelers.

Safe Learning
Everyone has the right to learn safely in UH. With a diversity of perspectives and experience, we will often find ourselves in disagreement and/or debate with one another. It is important that we work together to foster and preserve a classroom environment in which we can learn from each other. Behaviors that prevent safe learning, including harassment, microaggressions, and racially and culturally triggering language, will not be tolerated. Be mindful of how you speak to relieve the burden on others to point it out. Sometimes students need to share when they have been triggered so that it can be addressed. Please come forward if you feel threatened, dismissed, or silenced, and/or if your engagement in Gateway (or UH) feels hindered in any way.