

# A Multimethod Approach to Teaching the Psychology of Relationships

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SoTL @ CUNY

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# THANK YOU

PSYC2090 Students, Spring 2022



(doing the fast friends task)



BCS 1944445

# NSF CAREER

## Modeling Responsive Relationship Behavior: Channels of Communication, Social Benefits, and Mechanisms of Action

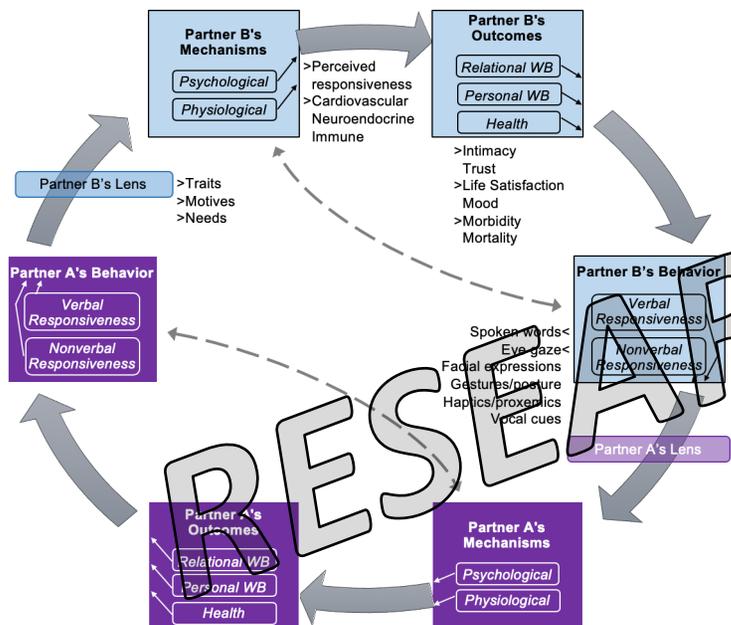


Figure 1. Theoretical model for parsing effects of verbal and nonverbal responsive relationship behavior on psychological and physiological mechanisms, and health and well-being (WB) outcomes. Only a subset of possible mechanisms and outcomes appear in the model.

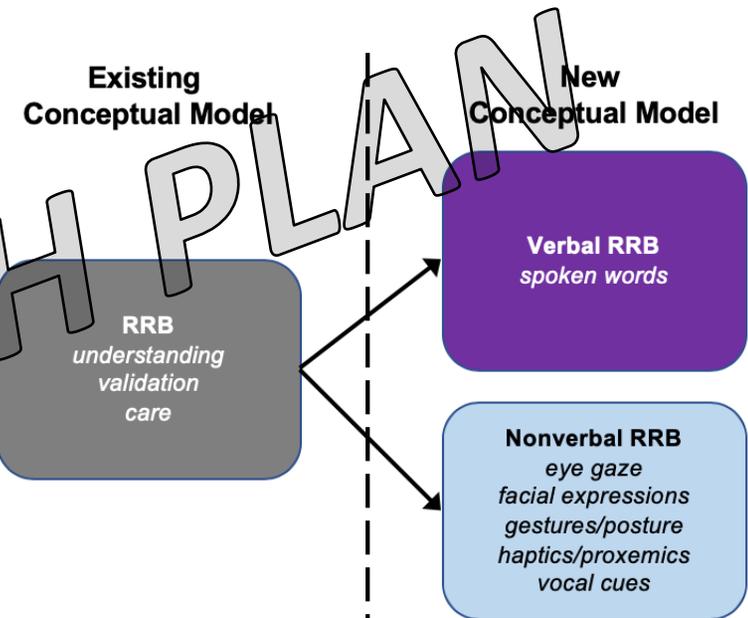


Figure 2. Reconceptualization of Responsive Relationship Behavior (RRB). Note: RRB can occur across interpersonal contexts (e.g., accommodation, capitalization, conflict, sacrifice, support, etc.).

# NSF CAREER

*Modeling Responsive Relationship Behavior: Channels of Communication, Social Benefits, and Mechanisms of Action*

**Education Objective 1:** *Teach relationship science to undergraduate and graduate students through the development of novel course curricula that will incorporate the proposed research*

**Education Objective 2:** *Provide relationship science research skills training to a diverse generation of future scientists through research assistantships in my laboratory*

**Education Objective 3:** *Develop a workshop on the characteristics and function of high-quality relationships and, with my research assistants, present it to the wider Brooklyn College community and to the general public*

EDUCATION PLAN

# PSYC 2090: Special Topics - Relationship Science

TR11 (22916)  
Tuesdays & Thursdays  
11:00a-12:15p  
5307 James

# OBJECTIVES

Teach students about relationship science

Teach students to think critically

Apply critical thinking skills to relationship science & the world

HOW?

# MECHANISMS

Multimethod approach

Low stakes work

Scaffolding

Provide choice

Active learning

# MULTIMETHOD & LOW STAKES

30% exams: 3 @ 10% each

30% article summaries (QALMRI): 3 @ 10% each

30% activities & journals: 6 @ 5% each

10% participation

# COURSEWORK

8 peer reviewed papers assigned

Matched to class topics

QALMRI required for 3 papers

Supported by NSF BCS Award #1944445

## TENTATIVE COURSE SCHEDULE

Date	Topic	Due
Tu, 2/1	Introductions, course overview	
Th, 2/3	What is relationship science & why study relationships? <i>(last day to add a course; last day to drop for 75% refund)</i>	Goodfriend, Ch. 1
Tu, 2/8	<i>NO CLASS – conversion day, classes follow Friday schedule</i>	
Th, 2/10	History & Methods <i>(last day to drop for 50% tuition refund &amp; submit P/F app)</i>	Goodfriend, Ch. 2
Tu, 2/15	Biological & Evolutionary Perspectives	Goodfriend, Ch. 4
Th, 2/17	<i>NO CLASS (last day to drop for 25% tuition refund)</i>	
Tu, 2/22	How to Read a Journal Article & do a QALMRI Analysis	Carmichael et al. (2021)
Th, 2/24	Attachment Theory	Goodfriend, Ch. 3
Tu, 3/1	Attachment Theory (cont'd)	JE1
Th, 3/3	Interdependence Theory	Goodfriend, Ch. 5; Impett et al. (2005)
Tu, 3/8	Interdependence Theory (cont'd); (Exam 1 Review)	JE2
Th, 3/10	<b>Exam 1</b>	QALMRI 1
Tu, 3/15	Friendship	
Th, 3/17	Friendship (cont'd)	Goodfriend, Ch. 7; Laurenceau et al. (1998)
Tu, 3/22	Friendship (wrap up); Attraction	Goodfriend, Ch. 8; JE3
Th, 3/24	Attraction cont'd	Curtis & Miller (1986)
Tu, 3/29	Social Cognition & Motivation	Goodfriend, Ch. 10; JE4
Th, 3/31	Love, Intimacy, & Other Positive Processes	Algoe et al. (2016) Reis et al. (2010)
Tu, 4/5	Love, Intimacy, & Other positive Processes (cont'd); (Exam 2 Review)	JE5, JE6
Th, 4/7	<b>Exam 2</b>	QALMRI 2
Tu, 4/12	Communication & Conflict	Goodfriend, Ch. 11
Th, 4/14	Communication & Conflict (cont'd)	Finkel et al. (2013)

# QALMRI

Question(s)

Alternatives

Logic

Method

Results

Inferences

# SCAFFOLDING QALMRI

Sample practice paper together in-class (1p)

# Are Women Really More Talkative Than Men?

Matthias R. Mehl,<sup>1\*</sup> Simine Vazire,<sup>2</sup> Nairán Ramírez-Esparza,<sup>3</sup>  
Richard B. Slatcher,<sup>3</sup> James W. Pennebaker<sup>3</sup>

Sex differences in conversational behavior have long been a topic of public and scientific interest (1, 2). The stereotype of female talkativeness is deeply engrained in Western folklore and often considered a scientific fact. In the first printing of her book, neuropsychiatrist Brizendine reported, “A woman uses about 20,000 words per day while a man uses about 7,000” (3). These numbers have since circulated throughout television, radio, and print media (e.g., CBS, CNN, National Public Radio, *Newsweek*, the *New York Times*, and the *Washington Post*). Indeed, the 20,000-versus-7000 word estimates appear to have achieved the status of a cultural myth in that comparable differences have been cited in the media for the past 15 years (4).

EAR is a digital voice recorder that unobtrusively tracks people’s real-world moment-to-moment interactions. It operates by periodically recording snippets of ambient sounds, including conversations, while participants go about their daily lives. Because of the covert digital recording, it is impossible for participants to control or even to sense when the EAR is on or off. For the purpose of this study, the EAR can be used to track naturally spoken words and to estimate how many words women and men use over the course of a day.

In the default paradigm, participants wear the EAR for several days during their waking hours. The device is programmed to record for 30 s every 12.5 min. All captured words spoken by the participant are transcribed. The number

common effect-size metric (Cohen’s  $d = 0.07$ ), this sex difference in daily word use (546 words) is equal to only 7% of the standardized variability among women and men. Further, the difference does not meet conventional thresholds for statistical significance ( $P = 0.248$ , one-sided test). Thus, the data fail to reveal a reliable sex difference in daily word use. Women and men both use on average about 16,000 words per day, with very large individual differences around this mean.

A potential limitation of our analysis is that all participants were university students. The resulting homogeneity in the samples with regard to sociodemographic characteristics may have affected our estimates of daily word usage. However, none of the samples provided support for the idea that women have substantially larger lexical budgets than men. Further, to the extent that sex differences in daily word use are assumed to be biologically based, evolved adaptations (3), they should be detectable among university students as much as in more diverse samples. We therefore conclude, on the basis of available empirical evidence, that the widespread and highly publicized stereotype about female talkativeness is unfounded.

# Question

**Your task is to answer these questions here:**

What was (were) the broad question(s)? What was (were) the specific question(s)?

**Broad:**

**Specific:**

## Are Women Really More Talkative Than Men?

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# Question(s)

**Your task is to answer these questions here:**

What was (were) the broad question(s)? What was (were) the specific question(s)?

**Broad:** Are there sex differences in conversational behavior?

**Specific:** Are women more talkative than men?

# SCAFFOLDING QALMRI

Sample practice paper together in-class (1p)

First real/assigned paper in small groups, in-class

Class discussion/review of correct responses (setting them up for success!)

## SCAFFOLDING QALMRI

Second paper could be submitted after we discussed the paper in class (no group discussion of QALMRI answers though)

Third/final paper had to be submitted before we discussed the paper in class

# ACTIVE LEARNING

Each paper paired with a relevant activity to try out in daily life for ~4-5 days

Thurs: paper review & discussion; activity assigned → Tues (before class): journal due  
→ Tues (in class): discussion of activity

# JOURNAL ENTRIES

2 short paragraphs (3-5 sentences each)

1. note the activity and describe your experience with it (e.g., *what did you do?, was it different from how you normally engage?, how did the other person respond?*)
2. reflect on the impact it had (*on you, the other person, your encounter, and/or your relationship*) and what insight you gained from doing it (e.g., *do you think it changed how the interaction unfolded?, how you felt?, how the other person felt?, if yes, for better or for worse and why?*).

# PAPERS/ACTIVITIES

**Paper:** Carmichael, C.L., Goldberg, M.H., & Coyle, M.A. (2021). Security based differences in touch behavior and its relational benefits. *Social Psychological and Personality Science*, 12, 550-560.

**Activity:** Provide natural/comfortable affectionate touch to someone you are close with

Be mindful/reflect of effects on you/the other person

# PAPERS/ACTIVITIES: INTERDEPENDENCE

**Paper:** Impett, E.A., Gable, S.L., & Peplau, L.A. (2005). Giving up and giving in. The costs and benefits of daily sacrifice in intimate relationships. *Journal of Personality and Social Psychology*, 89, 327-344.

**Activity:** Pay attention to your active & passive sacrifice behaviors & the motives (approach, avoidance) behind them. Attempt to enact some active & passive sacrifices with a close other. Reflect on your experience.

# PAPERS/ACTIVITIES: FRIENDSHIP

**Paper:** Laurenceau, J.P., Barrett, L.F., & Pietromonaco, P.R. (1998). Intimacy as an interpersonal process: The importance of self-disclosure, partner disclosure, and perceived partner responsiveness in interpersonal exchanges. *Journal of Personality and Social Psychology*, 74, 1238-1251.

**Activity:** Make some factual and emotional disclosures to people in your life. When someone discloses to you, try to provide a response that is understanding, validating, and caring. Pay attention to how the interactions unfold, and what the consequences are.

# PAPERS/ACTIVITIES: ATTRACTION

**Paper:** Curtis, R.C., & Miller, K. (1986). Believing another likes or dislikes you: Behaviors making the beliefs come true. *Journal of Personality and Social Psychology*, 51, 284-290.

**Activity:** Over the next few days employ Carnegie's 6 rules in some of your interactions with others to show you like them. Pay attention to how they respond and whether they seem to reciprocate your liking.

# PAPERS/ACTIVITIES: CAPITALIZATION

**Paper:** Reis, H.T., Smith, S.M., Carmichael, C.L., Caprariello, P.A., Tsai, F.F., Rodrigues, A., & Maniaci, M.R. (2010). Are you happy for me? How sharing positive events with others provides personal and interpersonal benefits. *Journal of Personality and Social Psychology*, 99, 311-329.

**Activity:** Over the next few days share your positive experiences (can be major or minor) with someone. Pay attention to which of the four types of capitalization responses you get, and how they make you feel about the event and the other person. If others share good news with you, attempt to respond in an active-constructive way. Pay attention to their reaction to your response. Journal about the differences between your experiences.

# PAPERS/ACTIVITIES: GRATITUDE

**Paper:** Algoe, S.B., Kurtz, L.E., & Hilaire, N.M. (2016). Putting the “you” in “thank you”: Examining other-praising behavior as the active relational ingredient in expressed gratitude. *Social Psychological and Personality Science*, 7, 658–666.

**Activity:** Over the next few days, when someone provides you with a benefit (i.e., does something nice for you), show your gratitude in an other-praising way (focus on thoughtfulness of the benefactor – YOU statements). If you have an opportunity, try responding to a different benefit (from the same person, if possible) in a self-focused way (focus on benefit to you – I statements). If you do something nice for someone else, pay attention to the kind of gratitude the other shows you (praising you vs. focusing on their benefit). Journal about differences between experiences.

# MID(+) SEMESTER ASSESSMENT

Intrinsic Motivation Inventory (IMI)

Deci, Eghrari, Patrick, & Leone, 1994

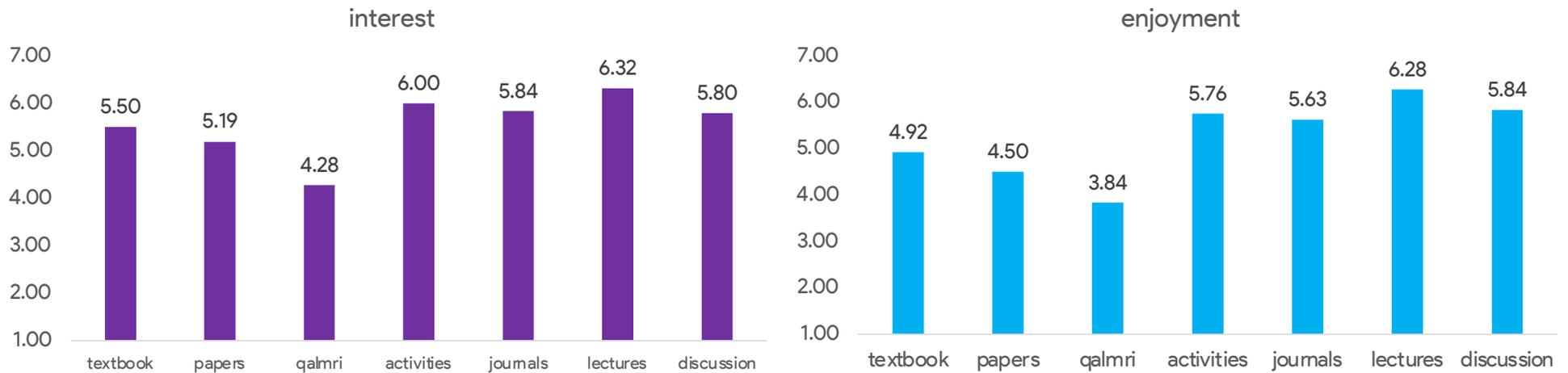
Interest/enjoyment subscale

Value/usefulness scale

Completed by 26 of 27 students

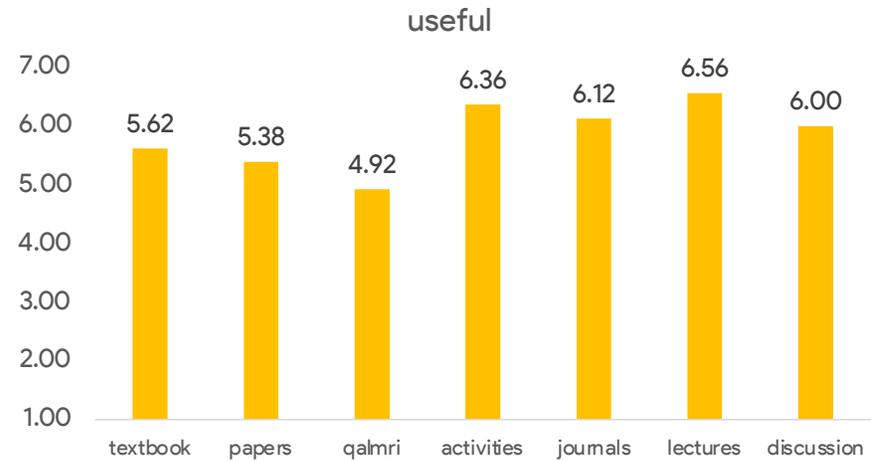
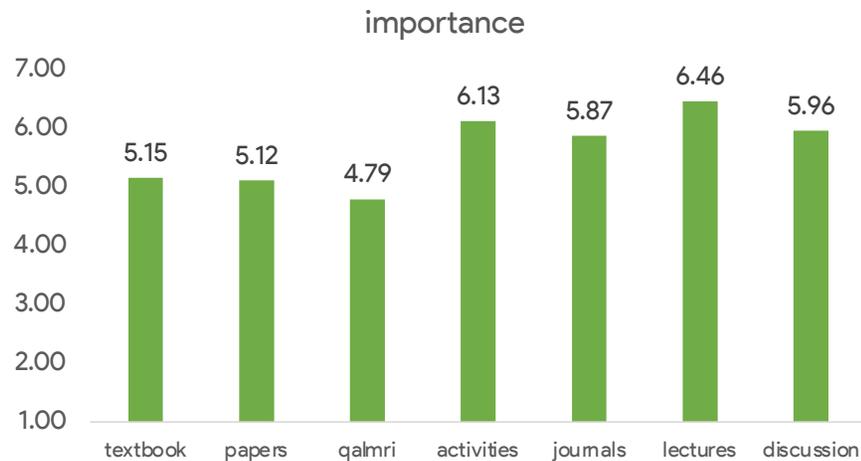
# MID(+) SEMESTER ASSESSMENT

Students found class components interesting and enjoyable



# MID(+) SEMESTER ASSESSMENT

Students found class components valuable and useful



# WORK IN PROGRESS

Tweaking for next semester

Developing to “regular” course

Scaling up size?

**THANK YOU!!**

Discussion?