

## **Interpersonal Relationships**

Psychology 375 (A01), Fall 2025 (CRN: 12989)

Tues, Wed, Fri, 11:30am to 12:20pm

Location:

*We acknowledge and respect the lək'wəṇən peoples on whose traditional territory the university stands and the Songhees, Esquimalt, and WSÁNEĆ peoples whose historical relationships with the land continue to this day.*

**Instructor:**

**Office:**

**Email:**

**Student Drop-In Consulting Hours:**

**Teaching Assistant:**

**Student Consulting Hours:**

**E-mail**

### **Part 1: Course Overview**

#### **Course Description**

The purpose of this course is to introduce you to research on close relationships, specifically, adult romantic relationships. Our primary analysis will be social psychological, meaning we will examine how people think and feel about themselves in relation to their romantic partners, how people think and feel about their romantic partners, and how people behave within romantic relationships. We will also adopt an empirical approach to the study of relationships. This means we will talk about research a lot. The textbook is broad while the lectures will tend to cover more specific issues, especially applications to popular media and culture.

#### **Course Learning Outcomes**

- When presented with research about close relationships, students will be able to effectively evaluate and interpret its methodology and results.
- When presented with the names of theories and concepts concerning the psychology of close relationships, students will be able to accurately identify, define, and provide examples of the concepts.
- When presented with descriptions or video portrayals of close relationship behaviors, thoughts, or feelings, students will be able to recognize and identify the psychological processes at work.
- Students will be able to apply concepts and theories from class to explain and predict close relationship behaviors, thoughts, or feelings that they observe in real life or in media.
- Students will learn to identify common cultural biases and ideologies that inform people's thinking, feeling, and behavior within close relationships, and to recognize how those implicit belief systems can affect personal or relationship well-being.

## Course Structure

This course outline contains general information about the course objectives, evaluation, and schedule. It is your responsibility to regularly check Brightspace for any updates.

- During class time, I will lead a live lecture on a particular topic (see the schedule on page 8).
- On three occasions throughout the term, we will have Video Discussion Sessions. To prepare for those sessions, I will ask students to watch a documentary or lecture and answer a set of Guided Listening Questions before class. Then we will have fun talking about the documentaries in the larger class community during our time together.
- Attending and actively engaging in class is strongly encouraged. In addition to benefitting your grade in the class (research shows students who attend class get higher grades. Who knew??), your active participation will make the experience better for all of us. You can actively engage by showing up, by participating in group activities, by raising your hand to ask questions, and by being respectful and courteous during lectures.
- Because in-person participation is so important for learning, I will not be posting public recordings of lectures on Brightspace. If you require access to lecture recordings due to CAL accommodations or because you missed class due to illness or other extenuating circumstances, please email our TA, \_\_\_\_\_, for access.
- In addition to these regular meetings, you will complete readings, quizzes, and a term paper on your own time, which are detailed below. We will also have three non-cumulative Exams throughout the term during our regular meeting times.

## Respect for Diversity

It is my intent that students from all kinds of diverse backgrounds and perspectives will be well-served by this course, that students' learning needs will be addressed both in and out of class, and that the diversity that students bring to this class will be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, body size, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious or cultural events, please let me know so that we can make arrangements for you.

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the Centre for Accessible Learning and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.

## Contacting Instructor \_\_\_\_\_

Please do not contact me using the messaging system on Brightspace – and please do not seek my attention before lecture when I am trying to get things set up. Please do contact me in one of three ways:

- Stick around to talk to me super briefly after lecture (best for very simple questions!)
- Attend my weekly drop-in hours

- Email me at [\\_\\_\\_\\_@uvic.ca](mailto:____@uvic.ca); include “**PSYC 375**” in the subject line to ensure a timely response and make sure you put your name and student number at the end of all email communications.

Please note that I only respond to work emails between 9am and 5pm, Monday to Friday. I do not respond to work emails on holidays or on weekends. If you email outside of regular work hours, please be patient, I will reply as soon as I can and we will resolve your concerns.

### **Important Website**

<https://bright.uvic.ca/>

Please regularly visit the class website on Brightspace (<https://bright.uvic.ca/>). I will post announcements, grades, etc. I will post my lecture slides by 9pm the day before each lecture to help you with your note-taking. Lectures will be paced based on the assumption that you have printed the slides and brought them to lecture with you. The slides will not completely replace attending my lectures. As you will see, my slides provide an outline and you will need to take notes to supplement their content.

### **Prerequisites**

The pre-requisites for this course are a passing grade in PSYC 201 and 231. This class always has a very long wait list of qualified students, so these pre-requisites cannot be waived.

### **Course Add/Drop Deadlines**

The last day for dropping a course with a 100% fee reduction is **Sept 16** and the last day to register for classes is **Sept 19**. It is your responsibility to check your **registration status** by the add/drop deadlines to ensure that you are registered only in courses that you have been attending. Students are responsible for checking their registration status by the add/drop deadlines.

## **Part 2: Evaluations**

### **Overview**

|  |            |
|--|------------|
| Participation  | 6          |
| Quizzes  | 12         |
| Tests  | 55         |
| Application Paper                                      | 25         |
| Research Participation <u>or</u><br>Research Summaries | 2          |
| <b>Total Possible Marks</b>                            | <b>100</b> |

Students who have completed the following elements will be considered to have completed the course:

- Tests (all three)
- Application paper

Failure to complete one or more of these elements will result in a grade of “N” regardless of the cumulative percentage of all other elements of the course. N is a failing grade and factors into

GPA as a value of 0. In accordance with the University's policy on academic concessions, "A student who completes all course requirements is not eligible for an academic concession." Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.

### **Part 3: Specific Requirements**

#### **Readings**

##### ***Textbook:***

Miller (2022), *Intimate Relationships*, Ninth Edition.

This is a pretty good text and lots of students end up keeping it for future reference. It's also problematic in some ways (e.g., can be heteronormative, outdated treatment of gender, can be sexist), but I try to balance this out by incorporating feminist and queer content into my lectures. Students are responsible for reading the textbook chapters listed in the schedule (see page 8 of the syllabus). Some students may choose to use the 8<sup>th</sup> edition of this text. This is probably OK as not much has changed between editions. But students who choose to use the 8<sup>th</sup> edition do so at their own risk and should know that the quizzes, in particular, are based on the 9<sup>th</sup> edition.

##### ***Articles (subject to change):***

Students are also responsible for reading the four articles listed here. They are posted on Brightspace or, in the case of Article 1, they are available at the link provided.

1. Relationship psychologist R. Chris Fraley has created a very accessible overview of attachment theory and research on his website, which is one of the assigned readings for Jan 24th: <http://labs.psychology.illinois.edu/~rcfraley/attachment.htm>
2. Stinson, D. A., Cameron, J. J., & Hoplock, L. B. (2022). The friends-to-lovers pathway to romance: Prevalent, preferred, and overlooked by science. *Social Psychological and Personality Science*, 13, 562-571
3. Stinson, D.A., Holmes, J.G., & He, T.H. (2016). Rejection in close relationships. In K.D. Williams & S.A. Nida (Eds.) *Ostracism, Social Exclusion, and Rejection*. New York, NY: Psychology Press.
4. Machia, L.V., Proulx, M.L., & Ioerger, M., & Lehmler, J.J. (2020). A longitudinal study of friends with benefits relationships. *Personal Relationships*, 21, 47-60.
5. Girmé, Y. U., Overall, N. C., & Faingataa, S. (2014). "Date nights" take two: The maintenance function of shared relationship activities. *Personal Relationships*, 21(1), 125-149

#### **Videos**

1. *The Dark Matter of Love* – (Documentary)
  - Available on Brightspace
2. *Making Marriage Work* – (Lecture by John Gottman, PhD)
  - [https://www.youtube.com/watch?v=AKTyPgwfPgg&list=LL\\_La2yzjDuq2J6Jlv8RJOGQ&index=94](https://www.youtube.com/watch?v=AKTyPgwfPgg&list=LL_La2yzjDuq2J6Jlv8RJOGQ&index=94)
3. *For Better or For Worse* – (Documentary)
  - <https://www.youtube.com/watch?v=7rHLO7FfXZ0>

**Participation (6%):**

During three of our regular meeting times throughout the term (Sep 24, Oct 28, & Nov 28), we will use our class time for group discussion and activities relating to the videos that are assigned watching for our class. Prior to each class, students will be expected to watch the assigned video and complete a Guided Listening worksheet, which they will bring to class. Then in class, students will meet in small groups of 4-5 students to discuss their worksheets as well as other questions I will pose. Each group will assign one member to the role of “record keeper” for each day. The record keeper will complete a worksheet on behalf of their group. And at the end of these classes, the record keeper will also submit the worksheet on Brightspace on behalf of the group, and each member of the group will receive 2% towards their participation grade for completing one of these worksheets. If you must miss one of these classes due to illness or other unavoidable circumstances, please email the in-class extension form to me to open a dialogue about your alternatives.

**Quizzes (Best 6 of 8 = 12%):**

Students will complete 8 quizzes during the term that assess knowledge of the textbook readings (NOT the assigned journal articles or online article). Each quiz will consist of 15 multiple choice questions and will be available on Brightspace for four days prior to the due date. On the due date, at the specified time, the quiz will close and you will no longer have an opportunity to complete the quiz. Once you begin the quiz, you will have 20 minutes to complete it. Your best 6 marks will count towards your final grade. If you experience technical issues when completing the quiz please contact the Computer Help Desk ([helpdesk@uvic.ca](mailto:helpdesk@uvic.ca); 250-721-7687).

**Schedule of Quiz Due Dates**

| Quiz | Quiz Opens<br>(9am) | Quiz Due<br>(11:59pm) | Covers      |
|------|---------------------|-----------------------|-------------|
| 1    | Sep 16              | Sep 20                | Ch. 1 & 3   |
| 2    | Sep 23              | Sep 26                | Ch. 4       |
| 3    | Oct 1               | Oct 4                 | Ch. 8       |
| 4    | Oct 15              | Oct 18                | Ch. 6       |
| 5    | Oct 22              | Oct 25                | Ch. 5 & 11  |
| 6    | Nov 7               | Nov 10                | Ch. 9 & 10  |
| 7    | Nov 21              | Nov 24                | Ch. 12 & 13 |
| 8    | Nov 26              | Nov 29                | Ch. 14      |

**Application Paper (25%):**

This paper should be completed on your own and without collaboration or consultation with your fellow classmates. More information about this assignment is included on page 9 of the syllabus. One of the learning goals of this class is to teach you skills for applying psychological research to specific social situations; this assignment focuses on these skills in particular. The assignment will require you to watch one of two movies that I believe demonstrate key theories and themes from our course (movies TBA), and write a paper analyzing the relationship(s) depicted in the movies from a relationship science and social psychological perspective. This paper is to be no longer or much shorter than three pages (double-spaced, standard Times New Roman 12pt font, ¾ inch or 1.9 cm margins). The assignment is due **Nov 30 at 11:59pm**: Please submit the assignment by 11:59pm in the drop box on Brightspace. Papers will not be accepted by email.

Any papers submitted by email will be ignored. More detail about the assignment is available on page 9 of this syllabus and on Brightspace. The movies will be posted on Brightspace and discussed in class about one month before the paper is due.

- **Late papers:** If you need an extension, please complete the “request for in-class extension” form that is posted on Brightspace (Content > Getting started) and then email it to \_\_\_\_ before the assignment due date to request accommodation. Unexpected and emergency situations do of course happen, and we will handle each of these on a case-by-case basis, just email the in-class extension form to \_\_\_\_ to open a dialogue.

### **Tests (55%):**

There will be **three in-class tests** that are worth a total of 55% of your final grade. Tests are not cumulative. Test 1 is worth 20%, Test 2 is worth 20%, and Test 3 is worth 15% of your final grade. Each test will cover all material from the additional articles, videos, and lectures from the period leading up to the test (textbook content is covered in the quizzes). Each test will have multiple choice and short answer questions.

- **Missed Tests:** I expect all students to be present for tests. If you see a test date that poses a conflict to your schedule, please complete the “request for in-class extension” form that is posted on Brightspace (Content > Getting started) and then email it to \_\_\_\_ well in advance of the test date to discuss your circumstances. If illness or personal emergency prevents you from attending an exam, please complete the “request for in-class extension” form that is posted on Brightspace (Content > Getting started) and then email it to \_\_\_\_ within 2 days of the missed exam to discuss your options. Unexpected and emergency situations do of course happen, and we will handle each of these on a case-by-case basis, just email the in-class extension form to \_\_\_\_ to open a dialogue.

### **Research Participation or Summary Credits (2%):**

You have the option of either participating in psychology studies through the Research Participation Pool, or completing short journal article reviews, for a total of 2% of your grade. **This is not a bonus or optional part of your grade like in some other classes.** See Brightspace or the syllabus (pages 11-12) for more information. NOTE: If you choose to use research credits for this course requirement, pay special attention to the fact that 1 SONA credit = 1% towards your grade. So you need 2 SONA credits to receive full course marks on this component based on research participation. You can combine research participation credits and article summaries to reach a total of 2% for this course component.

### **Part 4: Sources of Assistance**

Students can seek help for many of the common concerns and problems that arise during the term by using the following resources:

- **Viewing your exams:** Exams will not be returned to students. Students who wish to see their exams should visit their TA during their student consultation hours (or by appointment) and they can walk you through your exam.
- **Grade Appeals:** If you feel strongly that your grade on an exam or written assignment was unfair or mistaken, you must express that concern to \_\_\_\_ via email (NOT before or after class) within one week of the date that the grade was first posted on Brightspace.
- **Academic Accommodation:** Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that

may require accommodation, please feel free to contact me and/or the Centre for Accessible Learning (CAL) as soon as possible. The CAL staff members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations: <https://www.uvic.ca/services/cal/>

- **Online learning tools:** For issues using Zoom, Kaltura, or other tools associated with the transition to online classes, visit UVic's Learn Anywhere site: <https://onlineacademiccommunity.uvic.ca/learnanywhere/>
- **Computer and technical help:** For technical matters, please contact the Computer Help Desk: [helpdesk@uvic.ca](mailto:helpdesk@uvic.ca), (250) 721-7687, or visit the University Systems Help Centre: <https://www.uvic.ca/systems/support/>
- **Research Participation:** See the instructions on p11 of the syllabus. Or refer to the documentation at: <https://www.uvic.ca/socialsciences/psychology/research/participants/>
- **Learning Assistance Program:** Are you struggling with understanding course material or finding effective study methods? You may want to consult with the tutors and learning strategists at the Learning Assistance Program (fees may apply): <https://onlineacademiccommunity.uvic.ca/lap/>
- **English as an additional language:** If English is not your first language and you are having trouble because of that, please contact the English Language Centre: <https://continuingstudies.uvic.ca/elc/>

**PSYC 375 (A01) Proposed Schedule of Classes (To be adjusted as needed)**

| Day       | Date   | Lecture Topic   | Associated Readings                 |
|-----------|--------|---|-------------------------------------|
| Wednesday | Sep 3  | Introduction  | Ch 1                                |
| Friday    | Sep 5  |   |                                     |
| Tuesday   | Sep 9  |   |                                     |
| Wednesday | Sep 10 | Attraction & First Impressions  | Ch 3                                |
| Friday    | Sep 12 |   |                                     |
| Tuesday   | Sep 16 |   |                                     |
| Wednesday | Sep 17 | Relational Cognition & Attachment   | Ch 4<br>Text pp. 14-19<br>Article 1 |
| Friday    | Sep 19 |   |                                     |
| Tuesday   | Sep 23 | Video 1 Viewing   |                                     |
| Wednesday | Sep 24 | Video 1 Discussion Session  |                                     |
| Friday    | Sep 26 | Love & Intimacy   | Ch 8                                |
| Tuesday   | Sep 30 | <b>Class Cancelled</b> - National Day for Truth and Reconciliation                        |                                     |
| Wednesday | Oct 1  | Love & Intimacy   | Ch 8                                |
| Friday    | Oct 3  | Coping with Insecurity  | Article 2                           |
| Tuesday   | Oct 7  |   |                                     |
| Wednesday | Oct 8  | <b>Test 1</b>   |                                     |
| Friday    | Oct 10 | Social Exchange, Interdependence, Commitment  | Ch 6                                |
| Tuesday   | Oct 14 |   |                                     |
| Wednesday | Oct 15 |   |                                     |
| Friday    | Oct 17 | Communication & Conflict  | Ch 5 & Ch 11                        |
| Tuesday   | Oct 21 |   |                                     |
| Wednesday | Oct 22 |   |                                     |
| Friday    | Oct 24 | Video 2 Viewing   |                                     |
| Tuesday   | Oct 28 | Video 2 Discussion Session  |                                     |
| Wednesday | Oct 29 | Sexuality   | Ch 9<br>Article 3                   |
| Friday    | Oct 31 |   |                                     |
| Tuesday   | Nov 4  |   |                                     |
| Wednesday | Nov 5  | Jealousy, Deception, Betrayal   | Ch 10                               |
| Friday    | Nov 7  |   |                                     |
| Tuesday   | Nov 11 | <b>Reading Week – Class Cancelled</b>   |                                     |
| Wednesday | Nov 12 |   |                                     |
| Friday    | Nov 14 | <b>Test 2</b>   |                                     |
| Tuesday   | Nov 18 | Power & Violence  | Ch 12                               |
| Wednesday | Nov 19 | Relationship Dissolution & Loss   | Ch 13<br>Article 4                  |
| Friday    | Nov 21 |   |                                     |
| Tuesday   | Nov 25 | Relationship Maintenance  | Ch 14                               |
| Wednesday | Nov 26 |   |                                     |
| Friday    | Nov 28 | Video 3 Discussion Session  |                                     |
| Sunday    | Nov 30 | <b>Application Paper Due</b>  | 11:59pm                             |
| Tuesday   | Dec 2  | <b>Test 3</b>   |                                     |
| Wednesday | Dec 3  | <b>Class Cancelled</b> – National Day of Remembrance and Action on Violence Against Women |                                     |
| Wednesday | Dec 3  | <b>Research Participation and/or Article Reviews Due (noon)</b>                           |                                     |



## **Psych 375(A01) Application Paper**

One of the goals of this class is to teach you skills for applying psychological research to specific social situations; this assignment focuses on these skills in particular. The assignment will require you to watch one of two movies that I believe demonstrate key theories and themes from our course (movies TBA), and write a paper analyzing the relationship(s) depicted in the movies from a relationship science and social psychological perspective.

- *How do I analyze the social situation?* To succeed, try to think like a social psychologist, marshalling evidence to support your claims and deducing hypotheses about what might be happening from theories in the course. The focus should be on untangling the complexities of the relationship(s) in the movie using concepts from the lecture or text, not your own ideas (great as they may be). Ask yourself about the details of the social situation being depicted in the movie, and how those details relate to what you've learned in this course. You may wish to consider the following questions in your analysis: *Based on social psychological theory, what events might have caused the relationship events depicted in the movie? What events might follow the events depicted in the movie? What could have been done to avert/change the outcomes depicted in the movie? What might be the psychological repercussions of the events depicted in the movie for the event participants?* Do not limit yourself to these questions, I offer them as food for thought.
- *How much detail should I use to describe the theories?* It isn't necessary to explain class material in detail. However, you should be persuasive about why a theory applies in this instance and what its implications are in these circumstances. Show us that you understand the theories and findings by the way you use them in the assignment, not by describing them extensively.
- *Can I start working on it now? What material is relevant?* You can start working on your assignment as soon as I post the movies on Brightspace and we discuss them in class. All assigned readings and lecture content are relevant.

If you need any help with your paper, do not hesitate to come see \_\_\_\_ or your TA.

### **Additional Requirements**

- Your paper should be three pages (double-spaced, standard Times New Roman 12pt font, ¾ inch or 1.9 cm margins). This page limit does not include title page or references. Papers that go past the page limit will be penalized. Papers that are noticeably short of this page limit (i.e., 2 ¾ pages or shorter) will be penalized.
- Your paper must cite material from the text and lectures and must also reference two journal articles relevant to your analysis. You should not choose articles that are cited prominently in the textbook or lectures (i.e., discussed in a paragraph or research highlight; included in lecture). The journal articles you cite must come from the following approved journals only:
  - *Social Psychological and Personality Science*
  - *Personal Relationships*
  - *Journal of Social and Personal Relationships*

- To save space, you do NOT need to use formal APA style when citing the text and lecture in your paper. Instead, please use the following simplified style for this class and this assignment only!
  - Citing Lectures: “This behavior suggests that Kermit the Frog has avoidant attachment (Lecture, Nov 17).”
  - Citing the Text: “This behavior suggests that Kermit the Frog has avoidant attachment (p.14).”
- You DO need to use proper APA style when citing your two additional journal articles. You can find an excellent online tutorial concerning APA style here: <https://owl.english.purdue.edu/owl/resource/560/01/> . I will also post an APA style guide on Brightspace.
  - Additional journal articles: “This behavior suggests that Kermit the Frog has avoidant attachment (Ink et al., 2019).”
- Be sure to include a complete, APA style reference for the text and the additional journal articles you cite at the end of your paper (i.e., a reference list). Follow APA style when preparing your reference list.

#### **Some additional information based on common student questions:**

- This is not a formal essay. You do not need a formal introductory statement or closing paragraph. In fact, I suggest you don't waste words on such repetitive features. You don't even need a formal thesis statement. You can jump right into your analysis. Remember -- the goal is to demonstrate your mastery of course content! All your writing should be aimed at meeting this goal.
- Try to balance breadth and depth in your analysis. Breadth = apply multiple concepts. Depth = go into detail about the finer nuances of the theories you apply. Declaring that someone has a particular attachment style might meet the breadth requirement (in combination with other theories being applied, of course). Discussing why they have a particular attachment style, how their style might influence cognition, emotion, and behavior, how their attachment might vary across relationships, or how it will influence the relationship over time... this is all depth analysis that makes the difference between a good paper and a great one.
- Don't write your opinions. One way to judge this characteristic is to ask yourself: "Could someone who has never taken this course say this?" If yes, then you are not demonstrating your mastery of course content.
- If you want to cite either of the educational videos we discussed in class, just cite the lecture and be clear in your writing that you are talking about the Dark Matter of Love movie or the Gottman lecture. e.g., "According to the Gottman, blah blah blah (Lecture, Oct 24).
- Remember your audience, which is your instructor and your TA. Assume that your reader has expert knowledge of course content and also has seen the movies. So don't waste space providing a synopsis of the movie plot and don't waste space providing long definitions of course concepts. You don't need to define attachment style, for example. You need to show me you know what it is by applying it correctly and discussing the implications of the theory (ie. depth of analysis!).

**Participation in Psychology Research:**  
**Guidelines for Psychology 375(A01), Spring 2024**

Experiential learning is considered an integral part of the undergraduate program in Psychology. Participation in research is one example of this. A number of undergraduate courses have been expanded to include opportunities for Psychology students to volunteer as research participants enabling them to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience.

Because experiential learning is highly valued in the Department of Psychology and is part of this course, student participants may earn up to 2% in PSYC 375 by participating in Psychology studies conducted by students and faculty in the Department of Psychology. Each 60 minutes of participation will earn 1 SONA participation credit, and **one** SONA participation credit is required to earn a 1% contribution towards your grade in PSYC 375. Thus, to earn their full 2% for Research Participation in PSYC 375, students need to earn **two (2) SONA participation credits**. Researchers will record students' participation and will advise the course instructor of the total SONA credits earned by each student at the end of the term. Students who do not wish to participate in research may choose an alternative approach to completing this assignment; this is explained below in "Alternative to participating in research".

Please note that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

**Educational focus of participation in research**

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which they participated.

***How do I sign up?***

Visit the Research Participation website for more information:

<https://www.uvic.ca/socialsciences/psychology/research/participants/>

***When should I sign up?***

The sooner the better!!! You should try to spread your participation out over the term, if you wait until the last possible day then there may not be studies available to you. The last day to participate for credit is the last day of classes.

***Where can I get more information, instructions, help with login problems etc?***

Research Participation Coordinator: [psycresearch@uvic.ca](mailto:psycresearch@uvic.ca)  
 SONA system website: <http://uvic.sona-systems.com>

**Alternative to participating in research: Article Reviews**

Students are not required to participate in research, and not all students wish to do so. As an alternative to participation in research, students may submit short summaries (1 page double spaced, 12 pt. times New Roman font, ¾ inch or 1.9 cm margins) of journal articles from approved journals (see list below). Each article review counts as one percentage point and will be marked on a pass/fail basis. To receive credit, you must follow specific guidelines. The review must:

- Be submitted on Brightspace by **noon on Dec 3**.
- **Late submissions will not be accepted under any circumstances.** E-mail submission will not be accepted
- Be typed using 12 point font, Times New Roman, double spaced, ¾ inch or 1.9 cm margins, no longer or much shorter than one page.
- Be on articles from the following journals: *Personal Relationships*, *Journal of Social and Personal Relationships*.
- Fully identify the title, author(s), source and date of the article. A PDF copy of the article must be submitted in the drop box along with your review. No links to online articles! Students who do not submit a PDF copy of their article along with their summary will receive a mark of zero. A link/url is not sufficient – they often don't work and I won't click on unknown links anyway!
- Summarize the hypotheses of the research, as well as the methods used to test the hypotheses. Identify the independent and dependent variables. Identify the psychological concepts in the article and indicate the pages in our textbook that discuss the concepts.
- Finally, critically evaluate the results of the study. Do you agree with their findings? Why or why not? Provide evidence from the text or lecture to support your conclusions.
- Keep a copy of your review in the unlikely event we misplace the original.

Students may complete any combination of a) participation in research or b) article reviews up to a total of 2% credit.

# UNIVERSITY OF VICTORIA

## Department of Psychology Important Course Policy Information Fall Session 2025

### Accessible Learning

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the [Centre for Accessible Learning](#) and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.

### Attendance and Absences

**Attendance is important.** Students are expected to attend all classes in which they are enrolled. Students may be assigned a final grade of N or debarred from writing final examinations if they fail to satisfy a minimum attendance requirement set by the instructor for lectures, laboratories, online course discussions or learning activities, tutorials, or other learning activities set out in the course outline.

Medical documentation for short-term absences is **not required** (approved by Senate). Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any required assignment/assessment by the end of the term students are required to submit a request for academic concession (see below).

### Children and Pets

If you need to bring your children or pet to class, please do not hesitate to do so. It is understood that sometimes this is necessary due to care circumstances. However, please aim to have minimal class disturbance so that student learning is not impacted.

### Class Recording and Auto-Captioning Statement

The instructor may record class sessions and those recordings may be made available to all students in the class via Brightspace. If you have questions or concerns regarding class recording and privacy, please contact [privacyinfo@uvic.ca](mailto:privacyinfo@uvic.ca)

Auto-generated captioning may be enabled in this course. Auto-captioning is highly error-prone, especially for specialized terminology and proper names. Students are asked to refer to the audio feed for clarification of any errors. If you find captioning errors that are offensive, please contact your instructor and/or teaching assistant so that they are aware. If you require captions as part of an academic accommodation, please contact [CAL](#).

### Commitment to Inclusivity, Diversity, and Respectful Environments in the Classroom and Online

The University of Victoria is committed to providing a positive and supportive and safe learning and working environment for all its members. All members of the university community have the right to this experience and the responsibility to help *create* such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying, or harassment.

Please be advised that, by logging into UVic's learning systems or interacting with online resources and course-related communication platforms, you are engaging in a University activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy.

To report concerns about online student conduct: [onlineconduct@uvic.ca](mailto:onlineconduct@uvic.ca)

## Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class<sup>1</sup>. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

## Course Experience Survey (CES)

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. You will be reminded nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

## Disclaimer

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

## Grading

In classes that are based on a percentage grading scheme, the following [Undergraduate Grading Scale](#) is used

| Grade      | A+     | A     | A-    | B+    | B     | B-    | C+    | C     | D     | F    |
|------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| Percentage | 90-100 | 85-89 | 80-84 | 77-79 | 73-76 | 70-72 | 65-69 | 60-64 | 51-59 | < 50 |
| GP Value   | 9      | 8     | 7     | 6     | 5     | 4     | 3     | 2     | 1     | 0    |

Rounding is only applied to the final grade and is rounded up at the 0.5% level (e.g., 84.49% is rounded to 84% and 84.50% is rounded to 85%).

## Medical Documentation for absences

No medical documentation for short-term absences is required (Approved by Senate).

If you are seeking a Withdrawal Extenuating Circumstances or an Aegrotat grade, medical documentation may be required if relevant.

## Ombudsperson and Academic Concerns

From the course calendar...

*Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Chair of the department; third, the Dean of the faculty; and finally, the Senate.*

If you are having an academic concern or problem that cannot be resolved with your instructor or the Department Associate Chair, you may wish to consult with the Office of the Ombudsperson (<https://uvicombudsperson.ca>). Current contact information for the office can be found here <https://uvicombudsperson.ca/contact/>.

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<sup>1</sup> Syllabi belong to the department through which the course is administered.

## Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the [Senate Policy on Academic Integrity](#). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

**The use of a generative artificial intelligence (AI) is strictly prohibited in any submitted work (unless expressly endorsed by the instructor as part of an assignment).**

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar Spring 2025.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>  
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: [ombuddy@uvic.ca](mailto:ombuddy@uvic.ca); Web: [uvicombudsperson.ca](http://uvicombudsperson.ca).
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. UVic Library Document on [Avoiding Plagiarism](#)



### Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

### Program Requirements

For more information see the [UVic Calendar](#).

### Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the [deadlines](#) set out in the current UVic Calendar.

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

### Request for Academic Concessions

Students can apply for [academic concessions](#) if their course requirements are affected by (i) unexpected and/or unavoidable circumstances (e.g., illness, family affliction, etc.), or (ii) conflicting responsibilities (e.g., service in the armed forces or first responder, representing the university).

- **Request an in-course extension**  
If you require more time to complete a course requirement or miss a test or midterm exam, then you will need to complete the [“In-Course Extension Form”](#) and submit it directly to your course instructor. All course requirements must be completed prior to the submission of final grades.
- **What to do if you miss the final exam scheduled during the formal exam period**  
Apply at Records Services for a [“Request for Academic Concession”](#), normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.
- **What to do if you require additional time to complete course requirements beyond the normal term.**  
Apply at Records Services for a [“Request for Academic Concession”](#), normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record if the missing work has been deemed required. Note, only required course components may be deferred.

### Research Participation Opportunities with the Department of Psychology

The Department of Psychology offers multiple opportunities to participate in research studies over the year. Students are encouraged to learn more about the field of psychology by volunteering in these studies. Information about studies can often be found posted on notice boards around the Department as well as through our Participant Pool webpage at <https://www.uvic.ca/socialsciences/psychology/research/participants/>.

### Student Support Services

[Learn Anywhere](#) is the student support portal for a full range of student academic and support services. Services include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Counselling Services](#), [Health Services](#), [Library](#), [Ombudsperson](#), and [Computer Help Desk](#)

### This classroom is a trans-inclusive space

Please indicate if you have a preferred name and pronoun that you’d like to be used in the classroom. Please e-mail your instructor or your TA if you would like to discuss the climate of this classroom for trans students. Gender neutral bathrooms are available at UVic.



## University of Victoria Students' Society (UVSS)

The [UVSS](#) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at [uvss.ca](mailto:uvss@uvic.ca)!

### Academic Important Dates

#### Fall session – first term (September – December)

|  |  |
|--|--|
| Wednesday, September 3 <sup>rd</sup>         | First term classes begin for all faculties   |
| Tuesday, September 16 <sup>th</sup>          | Last day for 100% reduction of tuition fees for standard first term and full year courses. 50% of tuition fees will be assessed for courses dropped after this date. |
| Friday, September 19 <sup>th</sup>           | Last day for adding courses that begin in the first term   |
| Tuesday, September 30 <sup>th</sup>          | Last day for paying first term fees without penalty  |
| Tuesday, September 30 <sup>th</sup>          | University Closed (National Day for Truth and Reconciliation)  |
| Tuesday, October 7 <sup>th</sup>             | Last day for 50% reduction of tuition fees for standard courses  |
| Monday, October 13 <sup>th</sup>             | University Closed (Thanksgiving Day)   |
| Friday, October 31 <sup>st</sup>             | Last day for withdrawing from first term courses without penalty of failure  |
| Tuesday, November 11 <sup>th</sup>           | University Closed (Remembrance Day)  |
| November 10 <sup>th</sup> - 12 <sup>th</sup> | Reading Break for all faculties  |
| Wednesday, December 3 <sup>rd</sup>          | Last day of classes in first term for all faculties  |
| Wednesday, December 3 <sup>rd</sup>          | National Day of Remembrance and Action on Violence Against Women - (Classes and exams cancelled from 11:30am - 12:30pm)  |
| Saturday, December 6 <sup>th</sup>           | First term examinations begin for all faculties  |
| Saturday, December 20 <sup>th</sup>          | First term examinations end for all faculties  |
| December 25 <sup>th</sup> - 31 <sup>st</sup> | University Closed (Winter Break)   |

#### Add and drop dates for standard 2025-2026 Winter Session courses

| Term        | Start Date | End Date | 100% Fee Reduction | Add Deadline | 50% Fee Reduction | Academic Drop no Fee Reduction |
|-------------|------------|----------|--------------------|--------------|-------------------|--------------------------------|
| First term  | Sep 3      | Dec 3    | Sep 16             | Sep 19       | Oct 7             | Oct 31                         |
| Second term | Jan 5      | Apr 2    | Jan 18             | Jan 21       | Feb 8             | Feb 28                         |

## Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting [www.uvic.ca/svp](http://www.uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Office of Equity and Human Rights, Sedgewick Building, Room C133

Phone: 250 721 8021

Email: [eqhr01@uvic.ca](mailto:eqhr01@uvic.ca)

Web: <https://www.uvic.ca/sexualizedviolence/>



# BE WELL

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

## ***Social Life, Friends, & Community at UVic:***

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/undergraduate/housing-student-life/student-life/index.php>

## ***Counselling Services:***

The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors>

## ***Health Services:***

The Student Wellness Centre also provides a full service primary health clinic for students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians>

## ***Centre for Accessible Learning:***

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <https://www.uvic.ca/accessible-learning/index.php>. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

## ***Elders' Voices:***

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being. [www.uvic.ca/services/indigenous/students/programming/elders/](http://www.uvic.ca/services/indigenous/students/programming/elders/)

## ***Mental Health Supports and Services:***

Mental health supports and services are available to students from all areas of the UVic community: <https://www.uvic.ca/student-wellness/wellness-resources/mental-health/>