



Department of Psychology

Psychology 375 A02



Interpersonal Relationships

Fall (Sep-Dec) 2026 (CRN: 13058)

**Please note: Although an unlikely event, I reserve the right to modify this course outline. Any changes will be announced to you in advance (both in class and posted on Brightspace).*

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Psyc 375 A02 – Interpersonal Relationships

Fall 2026 (Sep – Dec)

(CRN: 13058); 1.5 credits

See Brightspace for time and class location

I acknowledge and respect the Lək'wəṇən (Songhees and Xʷsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək'wəṇən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day. I recognize how privileged we are to learn, work, and play on this beautiful territory.

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Meet Your Instructor & TA

Instructor: Dr. Jessica Rourke (she/her)

Contact: See Brightspace

Student hours (*office hours*): See Brightspace for time & location

Teaching Assistant (TA): See Brightspace

Contact: See Brightspace

Student hours (*office hours*): By appointment (email to make one)

Contacting Us

Please come to office hours, or email. **Do not** message us through Brightspace (if you do, there's no guarantee we'll receive it!).

- Please include "Psyc 375 A02" in the subject line of your e-mail and make sure you include your name and student number at the end of your message. We have several hundred students across various classes, so that information will help us respond to you much more quickly!
- Please allow 2 business days for a reply. If we have not replied within that time frame, re-send your message and let us know it is the second time you are sending it.
- Please do not contact us to find out when assignments or exams will be graded. As soon as the grades are ready, they will be posted, and we will post an announcement.
- You need an appointment to Dr. Rourke during student hours. To see your TA, please email to book an appointment.

Course Description

In this course we will explore social psychological concepts and theories related to interpersonal relationships – specifically, romantic relationships. For example, we'll discuss:

- how the way we think and feel about ourselves impacts us in romantic relationships
- things that contribute to us feeling attracted to others
- healthy and unhealthy communication in relationships
- consent, power, and abuse in relationships
- conflict and things that help us move through conflict
- the dissolution of relationships
- things that help us maintain our relationships

Course Delivery & Learning Outcomes

This class is interactive: you'll be expected to participate in class discussions and activities, ultimately contributing to the learning of your peers. We will be discussing topics related to sex, break-ups, and abuse – you will be expected to engage with that material.

I encourage you to bring additional readings, knowledge, and insights from personal experiences into the course. My goals are that by the end of this course you will be able to:

- understand and apply psychological concepts, models, and theories pertaining to romantic interpersonal relationships
- demonstrate critical thinking and engage in meaningful class discussion and activities about the subject
- identify connections among the various course topics
- reflect on the way values, beliefs, and biases influence relationships
- apply skills to your own life to improve your relationships

Course Readings

The textbook for this course is available at the UVic bookstore: Miller, R. S. (2026). *Intimate Relationships: 2026 Evergreen*. McGraw-Hill.

- Currently, the price for a digital copy of the textbook is \$72.95 (new, physical copy is: \$127.95).
- You will be tested on material from the textbook (as well as lecture). This textbook has been used in previous semesters, so you may be able to find a used copy.

To purchase your textbook, go to the UVic bookstore website then search for Psyc 375 A02:
<https://www.uvicbookstore.ca/text/>

Many students report keeping the textbook for future reference, however, like most textbooks out there, it's not always ideal, nor does it always cover the breadth it could. I endeavour to address these gaps with content in lectures, and am always open to receiving your expertise and suggestions!

Respect for Diversity

My intent is that students from diverse backgrounds, perspectives, and life experiences be well-served by this course, that students' diverse learning needs be addressed, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit.

I aim to present materials and activities that are respectful of diversity, including such things as: gender, sexuality, ability, age, body-size, socio-economic status, ethnicity, race, and culture.

Your suggestions are encouraged and appreciated. In a constructive way, please let me know how I might improve the effectiveness of the course for you, other students, or for student groups. If any due dates/test dates conflict with meaningful religious or cultural events in your life, please let me know so we can address that.

Course Feedback/Evaluation

At the end of the semester, I will give you time in class to complete UVic's Course Evaluation Survey. Approximately halfway through the semester, you will also have the opportunity (via Brightspace) to provide anonymous feedback about your experience in the course and if possible, I will make changes based on your suggestions.

Psyc 375 A02 GenAI Use Policy

GenAI (e.g., ChatGPT, Claude, Co-Pilot, Gemini) has changed learning/academics. I have mixed thoughts/feelings about GenAI: I understand it's important to learn how to ethically and effectively use it. I also know it can make our lives easier, on some levels.

HOWEVER...I also know that many students worry about things such as being accused of using it when they didn't, the impact it may have on their career options, its environmental impact, and the impact it may have on their learning, ability to think critically, and their overall brain health. I too worry about these things.

In Psyc 375, my learning goals for you include fostering your ability to reflect, discuss, and critically evaluate. These skills are essential to your success, even if you go on to use GenAI in your career/future academic endeavours. GenAI makes errors, A LOT of them, but it presents them in a way that makes that information seem factual and evidence-based (it literally makes up evidence and gives it a fake citation if it can't find the information). It's important that you hone your skills to think for yourself.

Imagine you were learning how to swim: it wouldn't be super effective to get someone else to go into the water to learn the strokes/how to tread water, and then just relay that information to you. If you want to learn how to swim, you need to actually get into the water and practice yourself.

- What might be useful though, is asking someone how cold the water is, who the best swim instructor is, or the best place to buy a bathing suit.
- Similarly, asking GenAI to give you a starting point for your ideas may be beneficial, but when it comes to developing those ideas, that needs to come from you.

**Note, swim metaphor adapted from Derek Bruff webinar, 2026*

My commitment to you: I will not use GenAI to grade your assignments/give you feedback, to do the research for information I present to you in class, to write emails, nor to write reference letters. I value the relationships I build with my students, and for me, it feels inauthentic to bring GenAI into our relationship in that way.

That being said, there may be occasional instances in which I believe there is value in using GenAI. For instance, I might create a grading rubric then feed it into GenAI and ask it to make it more succinct (after failed attempts of my own!). If I do that, I will always provide a citation to let you know, and my use of it will always be minimal - it will always be because I believe that using GenAI in that instance will enhance your learning experience.

The commitment I ask of you: You may use GenAI to clarify concepts we learn about in class, or to help you study for the tests. It can also be useful for creating a study schedule (tell it about your typical approach to academics, things you struggle with, and ask it to create a weekly plan for you).

If you decide to use GenAI, please be informed. Spend half an hour exploring the research about GenAI use – e.g., what are the environmental impacts? What does research say about its impact on our brain?

What are the demonstrated benefits of its use?

- Informing yourself is going to help you align with your own values and decide how much/little you want to use it.

You have 3 assignments in this course. Assignment 1 is a personal reflection, as such, the use of GenAI in any capacity is not allowed. For both Assignment 2 and Assignment 3, there are varying levels of GenAI use that are allowed (if you want to use it; there is no expectation that you do). Please make sure you carefully read the assignment instructions.

- For Assignments 2 and 3, regardless of whether you choose to use GenAI, you will need to include a GenAI Use statement (saying you did not use it or explaining how you did use it). This is meant to help you make a thoughtful decision about how/if you use it, and to promote proper accountability/citation.
- Detailed information can be found in the assignment instructions in our “Assessment Information” Module on Brightspace.

If you decide to use it, UVic has authorized the use of CoPilot (better data protection). For access and more information, visit: <https://www.uvic.ca/systems/services/pages/copilot.php>

If you have questions about the use of GenAI in this course, please reach out! And remember, these guidelines are for our Psyc 375 A02 course only...other courses (including other courses I teach) may have different GenAI use policies.

Course Website

On Brightspace I will also post:

- the course syllabus
- detailed information about assignments
- the weekly quizzes
- information necessary for in-class activities
- class announcements
- assignment dropboxes

Please make sure you regularly check whichever email you’ve got linked to Brightspace (I recommend linking your UVic email, it will be the most secure) because any announcements posted to Brightspace will be sent to that email.

Brightspace is where you will submit most assignments. There will also be informal discussion forums so you can connect with your classmates (e.g., to form a study group).

****If anything on our website (including documents) presents any accessibility issues, please let me know and I can send you the information in plain format.**

Prerequisite

PSYC 201 and 231 are prerequisites for this course. Being allowed to register in a course without having completed the prerequisites is rare. If this were to occur, and you remained in this course without having completed the prerequisites, you would be doing so at your own risk.

*Successful completion of this course DOES NOT exempt you from having to complete the prerequisites at a later date, if they are required for your degree program.

Grades

If you are disappointed with a grade, please arrange to meet with me to review the marking at the time the material is graded, not at the end of the term when the final grade is awarded. **I will not review a grade/assignment if you contact me later than 5 days after the grade was first posted.**

Please note that an A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and goes beyond course expectations. Please see information on what constitutes letter grades at UVic in UVic's course policies, beginning on p. 13.

Extensions

Your assessments have a "best by" due date and an "expiry date". **The "best by" date is the due date** – you should complete your assessments by those dates. However, I know life happens, so I've also included "expiry dates" after each "best by" date. **The expiry dates are an automatic, built-in extension** for that assessment and represent the final day you can submit – there is no penalty for submitting by the "expiry date".

Although rare, should you need a further extension than the "expiry date", please speak to me about it **BEFORE** the due date and complete a "request for in-class deferral" form (available on Brightspace in our "Assessments" Module).

If you are having trouble getting started on an assignment, please come see me during student hours – I would love to help you! For information on Academic Concessions (e.g., Deferred Status Due to Illness, Accident or Family Affliction) please see the UVic Course policy information beginning on p. 13.

If You Miss a Test

If you miss a test due to illness or a family emergency, contact me by email within 3 days of the test and explain that you missed the test. I will inform you when your make-up test will be held. You will need to complete a "request for in-class deferral" form (available on Brightspace in our "Assessments" Module).

***If you miss a test and fail to contact me within 3 days of the test date, I will consider you to have not completed a major course requirement and will assign an N mark (failure due to not completing a course requirement) for the course.**

If You Require Special Arrangements Due to a Diagnosed Condition

1. You must be officially registered with the Centre for Accessible Learning – please see <https://www.uvic.ca/accessible-learning/index.php> for more information. I will automatically

be informed of your registration with them.

2. Prior to your test, if you have any questions about your accommodation, please contact me, via email.

*UVic is committed to creating a learning experience that is as accessible as possible. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability or chronic health condition, or think you may have a disability, you may also want to meet with an advisor at the [Centre for Accessible Learning \(CAL\)](#).

Tentative Course Schedule

DATES	LECTURE TOPICS	READINGS	Quizzes due by 11pm (complete at least 7 of 11)
Week 1 SEP 09	Intro to course + Building Blocks of Relationships	Ch. 1 Watch 19 min TEDx video in the Week 1 Module on Brightspace: <i>Changing the way we think about consensual non monogamy</i> Nirel Marofsky	
Week 2 SEP 14, 16	The Self & Attachment	1. <u>Journal article (Brightspace)</u> : Teoh, H. P., et al. (2024). Self-compassion, psychological well-being, and the quality of romantic relationships. A study with Malaysian emerging adults. <i>Interpersona</i> , 18(1), 55-78. https://doi.org/10.5964/ijpr.10855 2. <u>Webpage</u> : http://labs.psychology.illinois.edu/~rcfraley/attachment.htm	Q1 (Ch 1): Best by (due) Fri Sep 18; expires Sun Sep 20
SEP 22: Last day to drop a course without penalty (get 100% tuition reimbursed); SEP 25: Last day to officially register in a course			
Week 3 SEP 21, 23	Social Cognition Attraction	Ch. 4 Self-reflection portfolio due: Best by (due) Sep 21; expiry date Sep 24 *You must sign up for your Advice Column Project Group by 11pm Sep 27!	Q2 (Ch 4): Best by Fri Sep 25; expires Sun Sep 27
Week 4 SEP 28, Sep 30	Attraction Cont'd *No class Sep 30 – holiday	Ch. 3 *No class on Sep 30 – it is a holiday	Q3 (Ch 3): Best by Oct 02; expires Sun Oct 04
Week 5 OCT 05, 07	Test 1 (Mon Oct 05) Love Sexuality	Test 1 covers material since start of course up until end of social cognition topic (in class; paper notes allowed) Ch. 8 Watch 25 min Jubilee video in the Week 5 Module on Brightspace: <i>Are arranged marriages outdated?</i> Middle Ground INDIA	Q4 (Ch 8): Best by Fri Oct 09; expires Sun Oct 11
OCT 13: Last day for 50% tuition reduction if drop course			
Week 6 Oct 12 (holiday) Oct 14	Sexuality Cont'd Oct 14: online pre-recorded lecture	Ch. 9 We will not meet in person this week; Monday (Oct 12) is a holiday; the material for Wed Oct 14 will be posted to Brightspace at the start of the week, as a pre-recorded lecture	Q5 (Ch 9): Best by Fri Oct 16; expires Sun Oct 18
Week 7 OCT 19, 21	Communication	Advice Column project: Best by (due) Thurs Oct 22; expiry date Sun Oct 25 Ch 5	Q6 (Ch 5): Best by Fri Oct 23; expires Sun Oct 25
Oct 31: Last day to officially withdraw from course without penalty of failure			

Week 8 OCT 26, 28	Conflict	Ch. 11	No quiz due
Week 9 Nov 02, 04	Test 2 (Mon Nov 02) Conflict Cont'd	Test 2 covers material from after Test 1 up until end of "Communication" topic (in class; paper notes allowed)	Q7 (Ch 11): Best by Fri Nov 06; expires Sun Nov 08
Week 10: Nov 09 & 11 fall during Reading Break: take this time to work on your individual/group project due next week!			
Week 11 NOV 16, 18	Stress & Strains	Ch. 10 Individual/Group Final Project due: best by (due) Mon Nov 16; expiry date Sat Nov 21	Q8 (Ch 10): best by Nov 20; expires Sun Nov 22
Week 12 NOV 23, 25	Power & Violence	Ch. 12	Q9 (Ch 12): best by Fri Nov 27; expires Sun Nov 29
	Dissolution & Loss	Ch. 13	
Week 13 NOV 30 DEC 02	Dissolution & Loss Cont'd	Ch. 14	Q10 (Ch 13) & Q11 (Ch 14): best by Fri Dec 04; expires Sun Dec 06
	Maintaining & Repairing		
Week 14 Dec 07	Test 3 (Mon Dec 07)	Test 3 covers material from after Test 2 topic (in class; paper notes allowed)	

Progress Evaluation and Due Dates

Due Date	Brief Description
Quizzes (5%) Due ("best by") Fridays, 11pm Expiry dates Sundays, 11pm	On Brightspace, complete at least 7 of 11 quizzes (worth just over 0.7% each). If you complete more than 7, your lowest quiz grades will be dropped. See Course Schedule for due dates. *Because you only need to complete 7 of 11, and because there are "best by" as well as "expiry" dates, there are no make-up opportunities offered for missed quizzes. The "expiry" dates are considered the extension.
Self-Portfolio Reflection (5%) Due (best by) Mon Sep 21, 11pm Expires Thurs Sep 24, 11pm	To have successful relationships, it is important to take an in-depth look at ourselves. You will complete a series of self-assessments and then answer a few reflection questions. See Brightspace for details.
Test 1 (20%) – Mon Oct 05	Tested on material covered since the beginning of the semester. Test is in-class; paper notes allowed.
Advice Column - group work (12%) Due (best by) Thurs Oct 22, 11pm Expires Sun Oct 25, 11pm	To gain experience in applying some of the course concepts to real-life relationship issues, in a group (sign up on Brightspace by Mon Sep 27!), you will write an advice column relationship problem & response to that problem. I will have given you time in class to work with your group; you will also need to spend some time working together outside of class. See details on Brightspace.
Test 2 (20%) – Mon Nov 02	Tested on material delivered since Test 1 content, up until end of Communication topic. Test is in-class; paper notes allowed.
Your choice: Individual/Group Final Project (23%) Due (best by) Mon Nov 16, 11pm Expires date Sat Nov 21, 11pm *See details on Brightspace	Option 1: Advice Column Assessment – critical analysis of relationship problems from group's advice column Option 2: Consent workshop – manual or podcast related to consent in romantic relationships Option 3: Rom-Com Red Flags – identify "red flags" in a popular romantic comedy movie Option 4: Creative Project – song/poem/art/board game/podcast/video, etc. related to course concepts
Test 3 (15%) – Mon Dec 07	Tested on material since Test 2 content. Test is in-class; paper notes allowed.
Bonus (2%): SONA research participation or Journal article summaries Must complete by 5pm, Mon Dec 07	Opportunity to participate (via SONA system) in psychological research (1 hour = 1%) or write 2 journal article summaries to earn up to a 2% bonus added to your final course grade. To complete the journal article summary option, you must <u>email me to obtain permission and details by no later than Oct 30.</u>

****** If you complete the 3 tests + the Individual/Group Final Project, you will be considered to have completed the course. Not completing those elements will result in a grade of "N", regardless of cumulative percentage of all other elements in the course ("N" is a failing grade and factors into GPA as a "0"). In accordance with UVic's policies, if you complete all course requirements (the 3 tests + the Individual/Group Final Project), you are not eligible for an academic concession. This means you can only request a deferral for the completion of the required course components (the 3 tests + the Individual/Group Final Project) and not for non-essential components. ******

Assignment Details

Mandatory Course Components – see p. 11

- Completing the 3 tests + the Individual/Group Final Project are mandatory completion requirements to pass this course (not doing so will result in a grade of “N”).

Tests

- There are 3 non-cumulative tests. All three will be written in class (they are “open book” in the sense that paper notes (no devices or textbook) are allowed). There is no final exam during the formal exam period.

Quizzes (grades released following the “expiry dates”)

- There are 11 textbook chapter quizzes on Brightspace. You are asked to complete 7; if you complete more, only your best 7 grades will count (to better learn the material, I recommend you complete them all!). Quizzes are due on Fridays, by 11pm. Expiry dates are typically the following Sunday.
- Because you only need to complete 7 of 11, and because there are “best by” and “expiry dates” there are no make-up opportunities offered for missed quizzes (“expiry dates” are considered an extension). I recommend completing the earlier quizzes in case you become ill or busy toward the end of the semester.

Assignment Submissions (see p. 7 for policy on extensions)

- Assignments will either be submitted to Brightspace (Word or PDF format)
- Detailed criteria for each assignment (including SONA bonus points) are posted in the “Assessment Information” section on Brightspace. Please see the detailed criteria for each assignment to make sure you submit an assignment that meets the requirements.

Disclaimer



Important: In this course, we discuss sensitive topics. As in all courses, please make sure to take care of yourself (e.g., take a break, decide to skip participating in a certain class activity, etc.) and check in with me if you need to.

In this course, students/your instructor may discuss personal matters; you are expected to maintain confidentiality. You can share your own experience of/reaction to hearing someone’s experience, but the details of their experience belong to them to tell.

Thanks for taking the time to read through this syllabus – I look forward to our class together!

UVIC RESOURCES AND POLICIES

On the following pages, you will find information from UVic about various resources for student wellness, and important academic dates and policies.