



**Psychology 431H (A01)
Advanced Interpersonal Relationships
Term 202109, CRN 12867**

Instructor

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Class Time & Place: Tuesday, 2:30-4:20; Friday 2:30-3:20
Clearihue D125

Required Text: There is no required text for this course. Students are responsible for reading 2-4 journal articles or chapters each week. A complete reading list will be made available on BrightSpace. Articles will be posted on BrightSpace, and can also be located through the UVic library. If you have trouble accessing or reading the journal articles, please contact me for guidance.

Course Website: A course website at bright.uvic.ca will be used for posting the course outline, lecture slides, assignments and exams, and grades

Course Description

The purpose of this course is to increase your depth of knowledge of research on close relationships, specifically, adult romantic relationships. We will focus on the life cycle of adult close relationships, ranging from stages of initial attraction and the development of an attachment, to growth and maintenance of the relationship, and to conflict and communication and, for some relationships, dissolution. We will explore social psychological research that uses a variety of methodologies and approaches, as well as the perspectives of individuals with lived experience from underrepresented groups in relationships research. This combination will allow us to critically reflect on the limits of both research and individual experience in the understanding of relationships. In this course, we will focus on building your capacity to interpret, analyze, and create research. Many of the assignments in this seminar will help you develop effective oral and written communication skills. Regardless of

people's future goals and aspirations, everyone can benefit from learning how to clearly present ideas and information.

Learning Objectives

- Interpret and evaluate relationships research that uses a variety of methodologies
- Understand how the role of factors such as gender, culture, age, racial/ethnic background, disability influence relationship processes
- Apply knowledge from research to evaluate and conceptualize how relationships operate in individual lives
- Think critically about what the science has to say about core relationship processes
- Develop ability to lead critical discussion about relationships research
- Gain skills synthesizing research and identifying gaps in the literature
- Develop ability to create and communicate (through written and oral communication) your own research proposal



Learning Format

This course is scheduled to be conducted **in person**. There are three main types activities we will have in class:

1. Instructor-led discussions: These are most similar to a “typical” university lecture. I will present on a topic, and then, time allowing, we may break into discussion groups to discuss the content covered. I will do my best to **record** my live presentations and upload them to our BrightSpace so absent students may review the content there.
2. Group leadership discussions: In many classes, we will break out into groups of 5-6 students, each with an assigned leader for the day. The group leader will guide their group through discussion questions they have written about the assigned articles for the day. These sessions will **not** be recorded.
3. Article summary presentations: Each student will complete one presentation on an article of their choosing during the semester. The student will present to the entire class, and these presentations will **not** be recorded.

This class as a whole is designed to develop your own skills in evaluating and sharing about research as opposed to learning specific content, and thus it is your active participation during our class time that is most valuable, as opposed to learning all the information discussed. Thus, attendance will be taken and it is expected that students will be present and engaged in class whenever possible. **That being said**, it is of high importance to me that students feel able to miss class when needed, especially when a student feels they are or may be getting sick. There will not be a penalty towards participation marks for students who contact me to inform me they are sick or have another extenuating circumstance that prevents them from attending class. If a large number of classes are missed due to illness or other circumstances, we will discuss alternatives to compensate for missed participation.

Prerequisites

The pre-requisite for this course is a passing grade in PSYC 300A and 300B (this may be a co-requisite), PSYC 375, and one of PSYC 320, 330, 376, 385, 386. Students will only be admitted without these pre-requisites at the discretion of the Psychology Undergraduate Advisor. 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) at some later time if such courses are required for the degree program. Students are responsible for checking their registration status by the add/drop deadline.

About the Instructor



I have an MSc in Clinical Psychology. I am a PhD student at UVic, which means I split my time between coursework, research, practicum placements, teaching, and community service. I have experience researching the role of technology in aggressive communication within relationships, and am beginning to provide brief motivational interviewing interventions for at-risk couples at the transition to parenthood. My doctoral research focuses on structural barriers to higher education for individuals diagnosed with serious mental illnesses.

Conflict of Interest Statement: I am a former practicum student at Counselling at the Student Wellness Centre, University of Victoria. If you have any questions or concerns about how grading and instruction operates if we have interacted within Counselling, please contact me to discuss. I have worked in multiple roles at the University of Victoria and for reasons of ethical principle I will strive to maintain clear and respectful boundaries in my counselling relationships.

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, age, disability, physical appearance, socioeconomic 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 events, please let me know so that we can make arrangements for you.

Course Requirements and Evaluation

This is a seminar style course, meaning that we will spend our time together discussing, debating, and presenting information to one another. Rather than a single, longer term paper and single oral presentation, you will see that the course requires numerous shorter written and oral assignments, so your work in this course will be spread throughout the term rather than clustered at the end.

<i>Evaluation</i>	<i>Date</i>	<i>% of Grade</i>
Participation	Ongoing	10%
Group Leadership	Two dates of available Group Leadership classes (see schedule)	10%
Thought Papers	Ongoing, see class schedule	10%
Annotated Reference List	Friday, October 8	8%
WSANEC, Esquimalt, and Songhees Information Sharing Post	Friday, October 29	2%
Research Proposal Paper	Friday, November 19	25%
Article Summary Presentation	One date of available Article Presentation classes (see schedule)	15%
Application Paper	Friday, December 3	20%

Participation

Attending class and participating in class discussions, as well as asking questions that are relevant to the course materials, will be worth **10%** of your grade. I will take attendance every day, which will determine 5% of your grade. The other 5% will be determined based on my observations of your active participation in class discussions, as well as your participation in sharing verbal or text responses to questions within class.

Group Leadership

For many classes, we will break up into smaller discussion groups of four-to-five students to discuss assigned readings and podcasts. For these sessions, each discussion group will have a group leader who is expected to prepare **four** structured discussion points for the rest of the group, and to generally “lead” the group for their assigned day. Every student will be assigned this role on two occasions during the semester, and their performance will be worth 10% of their grade. To demonstrate their leadership, group leaders should submit the notes and questions they plan to use to lead their group (type written please!) within a discussion forum with their group **one week before** they are leading discussion. This will allow time for group members to prepare their thought paper based on the question. I will mark students based on their submission on a five-point scale (5 = Excellent; 4 = Very Good; 3 = Good; 2 = Satisfactory; 1 = Poor). More details will be given on this role in class.



Thought Papers

For each group leadership class, you will each complete a one-page, double-spaced thought paper in response to the group discussion questions posed by your group leader. Thought papers are an opportunity for you to describe your responses to the questions, critique one or two points, or raise new questions. Your thought papers will be marked on a Pass/Half Marks/Fail basis.

Article Summary Presentation

Once during the term, you will present an empirical research article to the class. Qualitative or quantitative papers are acceptable. The article must be related to the assigned podcast for the topic (see assignment description for example topics), and **must** be approved by me. Your presentation should be 12 minutes long, followed by 2 minutes for questions. You should include a short description of the background of the topic and the rationale for conducting the study, a brief explanation of the methods, and a summary of the main findings, implications, and limitations of the study. You should also include a brief discussion of how the article relates to the assigned podcast. I will provide you with more detailed evaluation criteria early in the course.

Annotated Reference List

One of your term papers will concern a study that you design based on your readings in this course. The annotated reference list project is the first step towards designing your study. Your reference list assignment should begin with a brief paragraph identifying the problem or question you plan to address with your proposed study. You will then conduct a literature search and prepare an annotated reference list of at least 10 research articles that will form the theoretical foundation for your research proposal. Your reference list must follow proper APA format. Your reference lists will be marked based on adherence to APA style, as well as the breadth and cohesion of your chosen articles, your skill at locating the most important articles/researchers in the field, as well as the clarity and level of detail in your summary of each article (i.e., the annotated part of the project). Additional instructions will be posted on BrightSpace.



WSANEC, Esquimalt, and Songhees Information Sharing Post

In order to actively demonstrate our respect for the WSANEC, Esquimalt, and Songhees peoples whose historical relationships with the land continue to this day, we will all participate in learning more about these peoples and share the information with each other. I will provide links to online resources, which you are to review and write a 200-word discussion forum post about one thing you've learned about either the WSANEC, Esquimalt, or Songhees peoples through your review. This will be marked on a Pass/Fail basis (assume that you received full credit unless I inform you otherwise). You will not receive credit if you post about information that has already been posted about by another classmate. These posts will be available to the entire class, so that we can learn from each other.

Research Proposal Paper

For this paper you will propose an experiment testing a hypothesis derived from the course content. Your proposal should follow the format of a journal article, and thus will include an introduction including a brief review of the relevant literature (based on your submitted reference list from earlier in the term) and a description of your hypothesis. You will then describe the methods you plan to use to test your hypothesis and conclude with a brief implications section. This paper is to be no more and not much less than ten pages (3/4 inch margins, double-spaced, standard Times New Roman 12pt font). Your title page and reference list do not count in this page limit. More detail will be provided about this assignment.

Application Paper

One of the goals of this class is to teach you skills for applying psychological research to understand specific social situations; this assignment focuses on these skills in particular. The assignment will require you to critically analyze one or more of the relationships depicted in a documentary that we will watch in class, as well as to generate new research ideas based on the documentary. Your analysis should use a relationship science and social psychological perspective. This paper is to be no more than four pages (3/4 inch margins, double-spaced, standard Times New Roman 12pt font). This page limit does not include title page or references. Papers that deviate significantly from this page requirement will be penalized. Please submit the assignment on BrightSpace. Papers will not be accepted by email or in hard copy. More detail will be provided about this assignment.

As per university policy, your final grade in the course will be based on your total percent score. Grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number:

A+ (Exceptional performance)	90 – 100%
A (Outstanding performance)	85 – 89%
A- (Excellent performance)	80 – 84%
B+ (Very good performance)	77 – 79%
B (Good performance)	73 – 76%
B- (Solid performance)	70 – 72%
C+ (Satisfactory)	65– 69%
C (Minimally satisfactory)	60 – 64%
D (Marginal performance)	50 – 59%
F (Failing grade)	0 – 49%

Course Experience Survey

I value your feedback on this course. Near the end of term, you will have an opportunity to complete an anonymous Course Experiences Survey (CES) regarding your learning experience in this class. The CES provides vital information that I will use to improve future courses. The survey will also be used by the Department of Psychology to evaluate my performance as an instructor. I will not receive the results until after I have submitted marks for this course. Responses are anonymous unless you choose to say things in optional open-ended comments that identify you (which I do not recommend). The more students complete the survey, the more meaningful and informative the results. Please ensure that your current email address is listed on MyPage (<http://uvic.ca/mypage>). In the final two weeks of the term, an email will be sent inviting you to complete the CES online. You can complete it at a time of your choosing during the last two weeks of classes.

Centre for Accessible Learning

If you have a mental or physical health concern and need an academic accommodation (such as extra time on exams or a quiet room for test taking), please register as soon as possible with the Centre for Accessible Learning (CAL): <https://www.uvic.ca/services/cal/>.



Counselling Services

If you feel that you need help with personal, career, or learning issues, Counselling Services provides free and confidential counselling to UVic students: <http://www.uvic.ca/services/counselling/>.

Important Notes

1. When you email me, please include “PSYC 431H” in the subject line. I receive a very large volume of emails and want to be able to find yours easily!
2. It is your responsibility to check your registration status by the add deadline, January 24, to ensure that you are registered in the course.
3. You should familiarize yourself with the Department of Psychology Important Course Policy Information (attached), which includes important information on academic concessions and academic integrity.

PSY 431H Anticipated Schedule of Topics

Please ensure you are reading through the assigned readings *carefully*. Some days have a combination of assigned and optional readings.

Week	Date	Topic	Assignment Due	Readings and podcasts (<i>italics</i> indicate optional)
1	September 10	Introduction to the course		
2	September 14	Instructor-led discussion: Philosophy of Science, Attachment Activity: Article search workshop		<i>Fraley, 2019;</i> <i>Pietromonaco & Overall, 2020</i>
	September 17	Instructor-led lecture: Research design		
3	September 21	Group Leadership 1: Attachment Activity: Research design workshop	Thought paper 1	Lozano & Fraley, 2021; Overall et al., 2021
	September 24	Instructor-led discussion: Relationship Initiation and How to Present Research		<i>Gerlach et al., 2019;</i> <i>Sharratt et al., 2018</i>
4	September 28	Article Presentations 1: Indigenous Peoples & Romantic Relationships Group Leadership 2: Relationship Initiation	Thought paper 2	Podcast: All My Relations Articles: Hance et al., 2018; McWilliams & Barrett, 2014
	October 1	Instructor-led discussion: Commitment		<i>Tran et al., 2019;</i> <i>Rostosky et al., 2006</i>
5	October 5	Article Presentations 2: Schizophrenia and Romantic Relationships Group Leadership 3: Commitment	Thought paper 3	Podcast: Inside Schizophrenia Articles: Gamarel et al., 2019; Krueger & Forest, 2020
	October 8	Instructor-led lecture: Writing the Research Paper	Annotated Reference List	
6	October 12	Article Presentations 3: Non-Western Models of Marriage Instructor-led discussion: Arranged Marriage		Podcast: Radio Diaries <i>Harkness & Khaled, 2014;</i> <i>Titzmann, 2013</i>

	October 15	Group Leadership 4: Arranged Marriage	Thought Paper 4	Diamond-Smith et al., 2020; Flicker et al., 2020
7	October 19	Article Presentations 4: Disability and Romantic Relationships Instructor-led discussion: Sex and Intimacy		Podcast: Disability After Dark <i>Philippe et al., 2017; Rubin & Campbell, 2011</i>
	October 22	Group Leadership 5: Sex and Intimacy	Thought Paper 5	Rohleder et al., 2018; Lindley et al., 2020
8	October 26	Instructor-led Discussion: Communication & Violence Group Leadership 6: Communication and Violence	Thought Paper 6	<i>Duerksen & Woodin, 2019;</i> <i>Johnson & Leone, 2005</i> Driver & Gottman, 2004; David & Stafford, 2015
	October 29	Instructor-led discussion: Relationship Maintenance and Repair	WSANEC, Esquimalt, and Songhees Information Sharing Post	<i>Davis et al., 2013;</i> <i>Johnson & Greenman, 2006</i>
9	November 2	Article Presentations 5: Prison and Romantic Relationships Group Leadership 7: Relationship Maintenance and Repair	Thought Paper 7	Podcast: Ear Hustle Rostosky et al., 2008; Hiew et al., 2015
	November 5	Instructor-led discussion: Relationship dissolution		<i>Del Palacio-Gonzalez et al., 2016; Joel et al., 2018</i>
10	November 9	<i>Class cancelled, independent time to watch documentary for application paper</i>		Minding the Gap documentary (CBC Gem)
	November 12	<i>No class, reading break</i>		
11	November 16	Article Presentations 6: Relationship Dissolution, Infidelity, and New Relationships Group Leadership 8: Relationship Dissolution	Thought Paper 8	Podcast: Other People's Problems Articles: Powell et al., 2021; Spielman et al., 2013

	November 19	Instructor-led discussion: Friendship	Research Proposal Paper	<i>Galupo et al., 2013; Topor et al., 2011</i>
12	November 23	Article Presentations 7: Interracial or same-race friendships Group Leadership 9: Friendship	Thought Paper 9	Podcast: Code Switch Articles: Laakasuo et al., 2017; LaBelle & Myers, 2016
	November 26	Instructor-led Discussion: Singlehood		<i>Pepping et al., 2018; Sarkisian & Gerstel, 2016</i>
13	November 30	Article Presentations 8: Singlehood Group Leadership 10: Singlehood	Thought Paper 10	Podcast: Solo Ntoimo & Isiugo-Abanihe, 2014; Wang & Abbott, 2013
	December 3	Course wrap-up, closing discussion	Application Paper	

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Fall 2021

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 September 2021.

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.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction

- ***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.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

- ***What to do if you miss an exam other than one scheduled during the formal exam period***

Do not apply at Records Services for a "Request for Academic Concession". Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- ***What to do if you require additional time to complete course requirements***

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 (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.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

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

https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies. 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.

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 September 2021.

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/tips/plagiarism/>
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; Web: uvicombudsperson.ca.
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf

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/mentalhealth/undergraduate/connecting/index.php>

Counselling Services:

Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Health Services:

University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.

www.uvic.ca/services/health/

Centre for Accessible Learning:

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. 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/

Mental Health Supports and Services:

Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/

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. 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: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp