

## **Interpersonal Relationships**

Psychology 375 (A01), Spring 2022

Mondays and Thursdays, 10:00pm to 11:20pm

Location: Zoom (or DTB A104 if the Plague allows)

**Instructor:** Dr. Danu Anthony Stinson, Department of Psychology

**Student Consulting Hours:** 11:00 am to 12:00pm on Wednesdays *or by appointment*

**E-mail:** [dstinson@uvic.ca](mailto:dstinson@uvic.ca) – include “PSYC 375” in the subject for a prompt reply!

**Permanent Zoom Link for Lectures and consulting hours:**

<https://uvic.zoom.us/j/84905903381?pwd=K081MG9ZMkJKZcGxWd2YwclRDbm9NUT09>

Meeting ID: 849 0590 3381

Password: Unad

**Teaching Assistant:** Erin Lowey

**Student Consulting Hours:** by appointment with some special sessions around exam time

**E-mail:** [elowey@uvic.ca](mailto:elowey@uvic.ca)

### **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.

- Until at least January 24 (and possibly longer, who knows these days!), PSYC 375 (A01) will be held online via Zoom during the allotted class time (Monday & Thursday, 10:00-11:20). You can get your free UVic Zoom account here:  
<https://www.uvic.ca/systems/services/avmultimedia/zoomvideoconferencing/index.php>
- To maintain an optimal learning environment, I encourage you to watch the following instructional videos on using Zoom prior to our first meeting on Sept 10th:  
<https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials>
- I will post the persistent Zoom link on our Brightspace page – use the same link every class! Try to join at least one minute prior to 10:00 so that I can admit students from the waiting room into the class all at once.
- During class time, I will lead a live lecture on a particular topic (see the schedule on page 9). I will record my lectures and make them available to students who miss class due to illness or other pressing needs. Contact me to gain access to the recordings.
- On three occasions throughout the term, we will have longer 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 small breakout groups and 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. I mean, I really need some people in class to laugh at my jokes or I will wither and die. You can actively engage by showing up, by being respectful and courteous during lectures, by having your video on, by participating in the polls, by “raising your hand” in Zoom to ask questions or comment, and by practicing good “netiquette” (see below for more on this).
- 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.

### **Contacting Dr. Stinson**

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 student consulting hours
- Email me at [dstinson@uvic.ca](mailto:dstinson@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 issue or 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 I am very cool and entertaining and that cannot possibly be communicated with some slides. As you will see, my slides provide an outline and you will need to take notes to supplement their content.

### **Intellectual Property**

You do NOT have permission to post course material, including lecture slides, assignments, or exams, on the Internet or to share this material with anyone else. If you do so, you are committing a violation of academic integrity, as per the UVic Policy on Academic Integrity ([https://www.uvic.ca/calendar/undergrad/index.php#/policy/Sk\\_0xsM\\_V](https://www.uvic.ca/calendar/undergrad/index.php#/policy/Sk_0xsM_V)), and may be subject to a zero on the exam or assignment, a failing grade for the course, and/or disciplinary probation or permanent suspension from the University of Victoria.

### **Netiquette**

We’re all navigating new technology and doing our best to adapt to the changes in class delivery. Here are some tips to help things go smoothly:

- Conduct and express yourself in a way that is respectful. If you wouldn’t say it/do it during a face-to-face class, then don’t say it/do it online
- Mute your mic when you’re not speaking, to reduce background noise interference.
- Turn on your camera when possible, to create a sense of community.
- Look at the camera to make “eye contact” when talking.
- Only use the Group Chat to indicate that you have a question or to respond to an instructor query (I’ll be clear when it’s time to do this!). I enjoy interacting with students on the group chat, but too much chitter chatter is distracting! Sometimes I will ask you all to stop if things get out of hand.

- Before you post on Group Chat, take a moment to re-read your comment – because they lack nonverbal cues, they might land differently than you intended (adding an emoji icon can be helpful sometimes!).

### **Prerequisites**

The pre-requisite for this course is a passing grade in PSYC 201 and 231. This class always has a very very long wait list of qualified students, so these pre-requisites cannot be waived. Students who somehow manage to 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 deadlines.

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

The last day for dropping a course with a 100% fee reduction is **January 23** and the last day to register for classes is **January 26**. 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.

## **Part 2: Evaluations**

### **Overview**

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

### **Grades**

In determining your final letter grade, the final percentage is rounded such that marks ending in 0.49 or lower are rounded down and marks ending in 0.50 and up are rounded up. For example, 79.43 is rounded to 79 and 79.55 is rounded to 80.

- **Final Grades:** Final grades are final. An error in calculating the final grade is the only reason that a grade will be adjusted. I feel the pain of all students who earn a final percentage that comes “so close” to the next rung on the grade ladder, but that pain is not a good reason for me to adjust your mark. I am firm on this policy: I will not increase your grade at the end of the term just because it is close to a cutoff, nor will I help you mine for marks in previously graded material.

## **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) but I try to balance that with a good deal of queer content in my lectures. Students are responsible for reading the textbook chapters listed in the schedule (see page 9 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.

#### *Journal Articles:*

Students are also responsible for reading the three journal articles and one online article listed here. They are posted on Brightspace.

1. 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.
2. 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.
3. Finkel, E. J., Cheung, E. O., Emery, L. F., Carswell, K. L., & Larson, G. M. (2015). The suffocation model: Why marriage in America is becoming an all-or-nothing institution. *Current Directions in Psychological Science*, 24, 238-244.

#### *Online Article:*

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 24<sup>th</sup>: <http://labs.psychology.illinois.edu/~rcfraley/attachment.htm>

#### **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)
  - Available on Brightspace

#### **Participation (6%):**

During three of our regular meeting times throughout the term (Jan 27, Feb 28, & Mar 31), 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 contact me to discuss 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).

**Application Paper (25%):**

More information about this assignment is included on page 10 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 margins). The assignment is due Thursday, Mar 24: Please submit the assignment by noon 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 appended to the end of this syllabus. The movies will be posted on Brightspace and discussed in class about one month before the paper is due.

- **Late Assignments:** At 12:00pm (high noon) on Mar 24 the drop box on Brightspace will close. Any assignments not yet submitted will receive a mark of zero. The only exceptions to this policy will be for students who contact me in advance of the due date to arrange an extension. Unexpected and emergency situations do of course happen, and we will handle each of these on a case-by-case basis.

**Tests (55%):**

There will be three online or in-class tests (depending on how things play out with the Plague) 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 textbook, journal articles and online articles, videos, and lectures from the period leading up to the test. Each test will have multiple choice and short answer questions.

- **Missing Tests:** I expect all students to be present for tests. If you see a test date that poses a conflict to your schedule, contact me during my consultation hours or via e-mail ([dstinson@uvic.ca](mailto:dstinson@uvic.ca)) well in advance of the test date to discuss your circumstances. If illness or personal emergency prevents you from attending an exam, contact me within 2 days of the missed exam (either in person or via e-mail) to discuss your options. If you do not make contact within 2 days of the missed exam, you will receive a score of zero for the missed test.

- **Optional Final Exam:** If you would like to increase your grade or have a mark of zero on a missed test, you have the option to write the final exam. The final exam will *replace your lowest test grade*. If your final exam grade is lower than your test grades, it will not replace any of your marks. The optional final exam is cumulative, covering all the text, lecture, and readings from the course. It will only include multiple-choice questions.

#### **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 12-13) 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.

#### **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 Professor Stinson via email or in person during her student consultation hours (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 p 11 of the syllabus. Or email the coordinator: [p100res@uvic.ca](mailto:p100res@uvic.ca), 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/>
- **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. <https://www.uvic.ca/services/counselling/>
- **Elders Voices:** The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being: <https://www.uvic.ca/services/indigenous/students/programming/elders/>
- **Mental Health and Well-Being:** Most students at one time or another struggle with mental health issues (anxiety, depression, insomnia, substance abuse, etc.). UVic has a wealth of resources to help students through those tough times: <https://www.uvic.ca/mentalhealth/> Students are also expected to familiarize themselves with the Department of Psychology Important Course Policy Information (see pp. 14-16 of the syllabus).
- **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: Sexualized violence resource office in EQHR, Sedgewick C119 Phone: 250.721.8021 Email: [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca) Web: [www.uvic.ca/svp](http://www.uvic.ca/svp)

### **Additional Information**

- **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. 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.

**PSYC 375 (A01) Proposed Schedule of Classes (To be adjusted as needed)***Note that if you need a refresher about research methods, then please read chapter 2!*

<b>Day</b>	<b>Date</b>	<b>Lecture Topic</b>	<b>Reading</b>	<b>Quizzes</b>
Mon	Jan 10	Introduction	Chapter 1	
Thurs	Jan 13	Attraction & First Impressions I	Chapter 3	
Mon	Jan 17	Attraction & First Impressions II		Quiz 1 (Ch 1+3)
Thurs	Jan 20	Relational Cognition	Chapter 4	
Mon	Jan 24	Attachment Theory	Text pp. 14-19 Online Article	Quiz 2 (Ch 4)
Thurs	Jan 27	Video 1 Discussion Session		
Mon	Jan 31	Coping with Insecurity I	Journal Article 1	
Thurs	Feb 3	Coping with Insecurity II		
Mon	Feb 7	<b>TEST 1</b>		
Thurs	Feb 10	Love & Intimacy	Chapter 8	Quiz 3 (Ch 8)
Mon	Feb 14	Social Exchange	Chapter 6	
Thurs	Feb 17	Interdependence & Commitment		Quiz 4 (Ch 6)
Mon	Feb 21	<b>Reading Week: No Class</b>		
Thurs	Feb 24	<b>Reading Week: No Class</b>		
Mon	Feb 28	Video 2 Discussion Session		
Thurs	Mar 3	Communication & Conflict	Chapter 5 & Chapter 11	Quiz 5 (Ch 5+11)
Mon	Mar 7	<b>TEST 2</b>		
Thurs	Mar 10	Sexuality	Chapter 9 Journal Article 2	
Mon	Mar 14	Jealousy, Deception, & Betrayal	Chapter 10	Quiz 6 (Ch 9+10)
Thurs	Mar 17	Power & Violence	Chapter 12	
Mon	Mar 21	Relationship Dissolution & Loss I	Chapter 13	Quiz 7 (Ch12+13)
Thurs	Mar 24	Relationship Dissolution & Loss II <b>APPLICATION PAPER DUE</b>	Journal Article 3 Text pp.237-243 “Loneliness”	
Mon	Mar 28	Relationship Maintenance	Chapter 14	Quiz 8 (Ch 14)
Thurs	Mar 31	Video 3 Discussion Session		
Mon	Apr 4	Free study day – no lecture		
Thurs	Apr 7	<b>TEST 3</b>		
Exam Period	TBA	<b>OPTIONAL FINAL EXAM</b>	Cumulative	

## **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 Dr. Stinson or your TA.

### **Additional Requirements**

- Your paper should be three pages (double-spaced, standard Times New Roman 12pt font, ¾ inch 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. Don't bother trying to make your paper seem longer than it is by augmenting the margins or font: We are aware of those tricks!
- Your paper must cite material from the text and lectures, but must also reference two journal articles relevant to your analysis. 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, Pink, & Stink, 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 take 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 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 2022**

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 she/he participated.

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

For details on participating in research studies, go to the Department of Psychology web site ([web.uvic.ca/psyc](http://web.uvic.ca/psyc)), click on the **Research** link near the top of the page, then click on the **Participant Pool** link at the left of the new page to see instructions for participating in the system. You must be sure to assign your credits to this course (and this section of the course) no later than the last day of class, otherwise you will not receive extra credit in this course.

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

Right away, 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 term, December 4.

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

Research Participation Coordinator: [p100res@uvic.ca](mailto:p100res@uvic.ca)  
SONA system website: <http://uvic.sona-systems.com>

### Alternative to participating in research

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 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 5pm on March 31. 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 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.



# BE WELL

A note to remind you to take care of yourself. Do your best to support your health this semester by eating regularly, moving your body in ways that make you feel energized and refreshed, 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/](http://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/](http://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/](http://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/](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: [www.uvic.ca/mentalhealth/undergraduate/](http://www.uvic.ca/mentalhealth/undergraduate/)

UNIVERSITY OF VICTORIA  
Department of Psychology

**Important Course Policy Information**  
**Winter 2022**

***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***

F For more information see the UVic Calendar January 2022.

***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***

Refer to the course outline

***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](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. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

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](mailto:ombuddy@uvic.ca) ; Web: [uvicombudsperson.ca](http://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](https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf)