



**Psychology 431H (A02)  
Advanced Interpersonal Relationships  
Term 202101, CRN 22583**

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**Instructor**

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**Class Time & Place:** Tuesday, Wednesday, Friday, 9:30-10:20,  
Online

**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](http://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
- Describe 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

In these times of social distancing, this course will be conducted entirely **online**. Most weeks, I will hold online sessions on a video conferencing platform on **Tuesdays and Wednesdays**. These sessions will be largely comprised of discussion in breakout rooms of 5-6 students. Because these sessions will largely take place in small groups, they will **not** be recorded. In-class discussions are 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 that is most valuable, as opposed to learning all the information discussed.

In place of **most** Friday lectures (see course schedule), I will provide materials for asynchronous learning. This may be a link to a podcast, or a pre-recorded lecture. You may view these materials at any time, but please note that the podcasts are designed to be part of specific thought papers, and the pre-recorded lectures are designed to support you as you design and prepare your research proposal.

### 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 currently a practicum student at Counselling at the Student Wellness Centre, University of Victoria. Students whom I taught undergraduate courses should note that due to a potential conflict of interest I am unable to see them as clients. 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.

<b><i>Evaluation</i></b>	<b><i>Date</i></b>	<b><i>% of Grade</i></b>
Participation	Ongoing	12%
Group Leadership	Two dates of available Group Leadership classes (see schedule)	10%
Thought Papers	Tuesday, January 26 Tuesday, February 9 Tuesday, February 23 Tuesday, March 9 Tuesday, March 23	8%
Annotated Reference List	Friday, February 5	8%

WSANEC, Esquimalt, and Songhees Information Sharing Post	Friday, February 26	2%
Research Proposal Paper	Tuesday, March 16	25%
Research Proposal Presentation	One date of available Research Proposal Presentation classes (see schedule)	15%
Application Paper	Wednesday, April 14	20%

### ***Participation***

Attending class and participating in class discussions, as well as asking questions that are relevant to the course materials, will be worth **12%** of your grade. I will take attendance every day, which will determine 5% of your grade. The other 7% will be determined based on my observations of your active participation in class discussions, as well as your daily participation in a Zoom chat “check out” stating any remaining questions or standouts from the 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 the **Friday before** they are leading discussion. This will allow time for group members to reflect on the questions posed and come prepared for discussion the following week. 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***

Every other week of the semester, you will each complete a 200 word, double-spaced thought paper in response to the readings and discussion for one of the topics covered (your choice, see document “Thought Paper Schedule”). Thought papers are an opportunity for you to describe your reactions to the materials, critique one or two points, or raise new questions. Your thought papers will be marked on a Pass/Fail basis (assume that you received full credit for your thought paper unless I inform you otherwise).

### ***Annotated Reference List***

One of your term papers and one of your oral presentations 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 and you must attach to your submission electronic copies of the journal articles on your list. 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 or each article (i.e., the annotated part of the project). Additional instructions will be posted on CourseSpaces.

### ***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 100-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). 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 very short anticipated results 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. We will talk more about this assignment in class.

### ***Research Proposal Presentation***

At the end of term, you will present your proposed experiment to the class. Your presentation should be 8 minutes long, followed by two additional 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 anticipated results (presenting these in graphs or tables is helpful), and some conclusions. I will provide you with more detailed evaluation criteria early in the course.

### ***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. The assignment is due April 14<sup>th</sup>. 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 drop deadline, January 19, 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.

## PSYC 431H Anticipated Schedule of Topics

Week	Date	Topic	Assignment Due	Reading ( <i>italics indicate optional</i> )
1	Jan 12	Introduction to the course		“The Urgency of Intersectionality” video
	Jan 13	Attachment Theory 1: Instructor-led Discussion		<i>Fraley, 2019</i>
	Jan 15	Pre-recorded lecture: Research design		
2	Jan 19	Attachment Theory 2: Group leadership 1		Pietromonaco & Overall, 2020
	Jan 20	Relationship Initiation 1: Instructor-led discussion		<i>Gerlach et al., 2019; Stinson et al., 2014</i>
	Jan 22	Podcast: All My Relations		
3	Jan 26	Relationship Initiation 2: Group leadership 2	<b>Thought Paper 1</b>	McWilliams & Barrett, 2014; Lefebvre, 2018
	Jan 27	Commitment 1: Instructor-led discussion		<i>Tran, Judge, &amp; Kashima, 2019; Rosotsky et al., 2006</i>
	Jan 29	Podcast: Inside Schizophrenia		
4	Feb 2	Commitment 2: Group leadership 3		Rusbult & Buunk, 1993; Park et al., 2019
	Feb 3	Sex and Intimacy 1: Group leadership 4		Phillippe et al., 2017; Rubin et al., 2011
	Feb 5	Podcast: Disability After Dark	<b>Annotated Reference List</b>	
5	Feb 9	Sex and Intimacy 2: Group leadership 5	<b>Thought Paper 2</b>	Rohleder et al., 2018; Lindley et al., 2020
	Feb 10	Singlehood: Group Leadership 6		Pepping, MacDonald, & Davis, 2018
	Feb 12	Pre-recorded lecture: Writing the research paper		
<b>Reading Break</b>				
6	Feb 23	Communication and Violence: Group leadership 7	<b>Thought Paper 3</b>	Driver & Gottman, 2004; Lemay & Clark, 2008

	Feb 24	Communication and violence: Instructor led discussion		<i>Johnson &amp; Leone, 2005</i>
	Feb 26	Podcast: Ear Hustle	<b>Local Indigenous Information Findings</b>	
7	March 2	Relationship Maintenance and Repair: Group leadership 8		Rotsosky et al., 2008; Ogolsky & Gray, 2016
	March 3	Relationship Maintenance and Repair: Instructor led discussion		<i>Davis et al., 2013; Johnson &amp; Greenman, 2006</i>
	March 5	Podcast: Other People's Problems		
8	March 9	Relationship Dissolution 1: Instructor led discussion	<b>Thought Paper 4</b>	<i>Del Palacio-Gonzalez et al., 2016; Joel et al., 2018</i>
	March 10	Relationship Dissolution: Group leadership 9		Lefebvre & Fan, 2020; Spielman et al., 2013
	March 12	Podcast: Code Switch		
9	March 16	Friendship 1: Group leadership 10	<b>Research Proposal Paper</b>	Harris & Vazire, 2016
	March 17	Friendship 2: Instructor-led discussion		<i>Galupo et al., 2013; Topor et al., 2011</i>
	March 19	Asynchronous time to watch documentary for application paper		
10	March 23	Research proposal presentations (5 students)	<b>Thought Paper 5</b>	
	March 24	Research proposal presentations (5 students)		
	March 26	Asynchronous time to watch documentary for application paper		
11	March 30	Research proposal presentations (5 students)		
	March 31	Research proposal presentations (5 students)		
	April 2	Class cancelled, Good Friday		
12	April 6	Research proposal presentations (5 students)		

	April 7	Research proposal presentations (5 students)		
	April 9	Wrap-up, summary, CES		
13	April 14	--	<b>Application Paper</b>	

**UNIVERSITY OF VICTORIA**  
**Department of Psychology**

**Important Course Policy Information**  
**Spring 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 January 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](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 January 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)

# 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/](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/)