



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

RENISON UNIVERSITY COLLEGE

240 WESTMOUNT ROAD NORTH, WATERLOO, ON, CANADA, N2L 3G4
519-884-4400 | fax 519-884-5135 | uwaterloo.ca/renison

Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Anishinaabeg, Hodinohsyó:ni, and Attawandaran (Neutral) Peoples, which is situated on the Haldimand Tract, the land granted to the Six Nations that includes ten kilometres on each side of the Grand River from mouth to source. Our active work toward reconciliation takes place in all corners of our campus through research, learning, teaching, community building and outreach. We are guided by the work of our Reconciliation and Re-storying Steering Committee and Anti-Racism and Decolonization SpokesCouncil, as well as the [University of Waterloo's Office of Indigenous Relations](#).

PSYCH 448R CLOSE RELATIONSHIPS

Fall 2023

Instructor: Dr. Denise Marigold

When: Wednesday 2:30-5:20pm **Room:** REN 2918

Email: dcmarigold@uwaterloo.ca

Office Hours: Before class, or by appointment **Office:** REN 1602

COURSE DESCRIPTION AND LEARNING OBJECTIVES

This course focuses on the life cycle of close adult relationships, ranging from the stages of initial attraction and development of an attachment, to growth and maintenance of the relationship, to conflict and dissolution. Students explore contemporary theory and research to understand the basic processes involved in intimate relationships and apply this knowledge to strengthening relationships in diverse contexts. The assignments in this seminar will help you develop more effective oral and written communication skills. More specifically, by the end of the course you should be able to:

1. Describe how relationships develop and change over time using the most influential theories and frameworks in relationships research.
2. Discuss the roles of individual and contextual factors in shaping relationship behaviour.
3. Critically evaluate and integrate research from various scientific sources.
4. Summarize and concisely present empirical research articles.
5. Operationalize variables of interest and design studies to effectively answer questions about relationship behaviour.
6. Evaluate the accuracy of media claims about relationships using scientific sources.
7. Gain insight into your own relationships experiences by applying research on relationship processes.

REQUIRED READINGS:

The required readings for each week can be found on the Learn website.

ASSIGNMENTS AND EVALUATION:

1) Attendance and Participation	15%
2) Thought Papers and Questions	20%
3) Seminar Leadership	20%
4) Scenario Analysis Exam	20%
5) Outline of Final Paper	5%
6) Final Paper	20%

1) Attendance and Participation (15%)

DUE: Throughout the course

A seminar course is only successful if students attend and participate regularly. The criteria for evaluating class participation will be based on a student's understanding of the material, the ability to foster discussion, demonstration of an understanding for others, and willingness to engage in seminar activities. Discussion is essential to the development and articulation of ideas. Discussion, like writing, is often hard work, requiring preparation and commitment. Writing thought papers on the readings and attending class with several critical questions for that week's theme will assist with participation. When you are uncertain about something, please say so during class. You will be helping the group as a whole clarify ideas. If you are having difficulties with participation or course material, do not hesitate to reach out to me for strategies.

2) Thought Papers and Questions (20%)

DUE: Midnight on each Tuesday before class (submitted to Learn Discussion Forum)

Every other week each student will complete a half-page single-spaced thought paper in response to the required readings (a total of 4 thought papers throughout the term). Thought papers are an opportunity for you to describe your reactions to the readings, critique one or two points, or raise new questions. Although these are not meant to be formal papers, the quality of your writing will be considered in your grade so be sure to organize your thoughts and write clearly. The 4 papers will be evaluated together for a grade worth 16%. An interim grade will be sent to you after your first 2 papers are completed so you get a sense of where you are landing, but there is opportunity to change this grade with your remaining 2 papers.

On alternate weeks each student will submit 2-3 questions for discussion based on that week's readings (a total of 4 weeks throughout the term). These will make up the remaining 4% of the grade for this component of the course.

Students are expected to read each other's thought papers and questions prior to class and be prepared to comment on others' ideas to stimulate class discussion. Note that seminar leaders are not required to submit a thought paper or questions, however they may wish to do so if they have missed a different week of submissions.

3) Seminar Leadership (20%)

DUE: See schedule of readings

In groups of 3 or 4, students will be responsible for leading one hour of the seminar during the term (starting in Week 3). Each member will present a summary of one of the articles listed in the course outline for their chosen week. The summary should include a short description of the background of the topic, explanation of the methods and results (presenting these in graphs or tables is helpful), and some conclusions. If your article includes more than one study, choose one to focus on in depth (you may wish to briefly mention the conclusions of the others). Seminar leaders should prepare some

questions based on their article to generate class discussion. Each article presentation should take no longer than 10 minutes. In addition, each leader should provide a one-page summary of their presented article to the professor, who will upload the summary in Learn for the rest of the students to access.

Although each member of the group is responsible for presenting an article individually, group members should work together to come up with examples from television, film, music, books, news media, internet, or other “lay” sources where this topic is represented to examine how scientific research results compare to popular notions of relationship processes. Class activities (e.g., questionnaires, demonstrations, role-plays) may be incorporated in the presentation in addition to the class discussion. Together, group members should present a conclusion that summarizes the articles’ findings and includes concrete suggestions for future research.

Seminar leadership will be evaluated according to: demonstrated knowledge and understanding of the topic, critical examination of readings/resources, communication of the material (presentation and summary hand-out), and engagement level of the class (activity). More detailed evaluation criteria is posted on Learn.

4) Scenario Analysis – Open-Book, Take-Home Exam (20%)

DATE: November 29th (Week 12)

Students will be given stories of one couple’s relationship trajectory (i.e., circumstances around the initiation, growth, and maintenance or dissolution of their relationship). You will use the theories discussed in the course to explain the couple’s perceptions and behaviours and suggest reasons why the relationship progressed as it did. You must cite specific articles from the course (either the required reading or seminar leaders’ articles) to back up your analysis. If you do the weekly readings, attend class, and participate in discussions, you should be well-prepared for this exam. The exam will be open on Learn from 9am to 5pm and you will have 3 hours to complete it once you begin.

5) Final Paper: Thriving Relationships or Research Proposal (25%)

DUE: December 10th before midnight

For the final paper, you will write an article geared towards a popular Psychology magazine (e.g., Psychology Today). The question you are trying to answer for readers is “What makes close relationships thrive?” You may choose any topic in the relationships literature to focus on. You will need to concisely communicate the findings of at least three empirical articles on your topic (only one of the articles may be on the course reading list). You will integrate these findings, and any related theories or frameworks, to convey to your ‘lay’ audience practical advice for facilitating a thriving relationship. Use personal anecdotes, hypothetical scenarios, and media representations of your phenomena to make your article engaging for the reader, while maintaining scientific integrity.

Alternatively, you can choose to write a research proposal. You will write the introduction and methods sections of an empirical journal article, and a limited discussion section (as you will not have actual results to discuss). You must reference at least three different articles.

5% of the 25% for this assignment will come from a **one-page outline you will submit by November 22nd**. This outline should include your topic, a few sentences on your approach to the paper, and your three chosen articles. I will give you feedback in the dropbox and you can also set up a meeting with me to discuss.

Your final paper should be about 5 pages double-spaced. APA format is required.

WEEK 1 – September 6: Introduction

Optional Reading:

Jordan, C.H., & Zanna, M.P. (1999). How to read a journal article in Social Psychology. In R. F. Baumeister (Ed.), *The Self in Social Psychology* (pp. 461-470). Philadelphia: Psychology Press.

WEEK 2 – September 13: Relationship Initiation

Required Reading:

Finkel, E.J., Eastwick, P.W., Karney, B.R., Reis, H.T., & Sprecher, S. (2012). Online dating: A critical analysis from the perspective of psychological science. *Psychological Science in the Public Interest*, 13(1), 3-66.

Professor's Articles:

Luo, S., & Zhang, G. (2009). What leads to romantic attraction: Similarity, reciprocity, security, or beauty? Evidence from a speed-dating study. *Journal of Personality*, 77(4), 933-964.

Stinson, D.A., Cameron, J.J., & Hoplock, L.B. (2022). The friends-to-lovers pathway to romance: Prevalent, preferred, and overlooked by science. *Social Psychological and Personality Science*, 13(2), 562-571.

Reis, H., Regan, A., & Lyubomirsky, S. (2022). Interpersonal chemistry: What is it, how does it emerge, and how does it operate? *Perspective on Psychological Science*, 17(2), 530-558.

WEEK 3 – September 20: Attachment Style

Required Reading:

Mikulincer, M., & Shaver, P.R. (2005). Attachment theory and emotions in close relationships: Exploring the attachment-related dynamics of emotional reactions to relational events. *Personal Relationships*, 12(2), 149-168.

Seminar Leaders' Articles:

Marshall, T.C., Benjanyan, K., Di Castro, G., & Lee, R.A. (2013). Attachment styles as predictors of Facebook-related jealousy and surveillance in romantic relationships. *Personal Relationships*, 20(1), 1-22.

Overall, N. C., Chang, V. T., Pietromonaco, P. R., Low, R. S., & Henderson, A. M. (2022). Partners' attachment insecurity and stress predict poorer relationship functioning during COVID-19 quarantines. *Social Psychological and Personality Science*, 13(1), 285-298.

Fraley, R. C., Gillath, O., & Deboeck, P. R. (2020). Do life events lead to enduring changes in adult attachment styles? A naturalistic longitudinal investigation. *Journal of Personality and Social Psychology*, 120(6), 1567-1606.

WEEK 4 – September 27: Diversity in Relationships

Required Reading:

Tornello, S.L. (2021). Relationship functioning of sexual minority people of color. *Psychology of Sexual Orientation and Gender Diversity, 8*(3), 314–327.

Seminar Leaders' Articles:

Shiota, M.N., Campos, B., Gonzaga, G., Keltner, D., & Peng, K. (2010). I love you but....: Cultural differences in complexity of emotional experience during interaction with a romantic partner. *Cognition and Emotion, 24*(5), 786-799.

Hancock, G., Stokes, M.A., & Mesibov, G. (2020). Differences in romantic relationship experiences for individuals with an Autism Spectrum Disorder. *Sexuality and Disability, 38*, 231-245.

Lehmiller, J.J., & Agnew, C.R. (2007). Perceived marginalization and the prediction of romantic relationship stability. *Journal of Marriage and Family, 69*(4), 1036-1049.

WEEK 5 – October 4: Commitment and Marriage

Required Reading:

Finkel, E.J., Hui, C.M., Carswell, K.L., & Larson, G.M. (2014). The suffocation of marriage: Climbing Mount Maslow without enough oxygen. *Psychological Inquiry, 25*(1), 1-41.

Seminar Leaders' Articles:

Weigel, D.J., Bennett, K.K., & Ballard-Reisch, D.S. (2003). Family influences on commitment: Examining the family of origin correlates of relationship commitment attitudes. *Personal Relationships, 10*(4), 453-474.

Doss, B.D., Rhoades, G.K., Stanley, S.M., & Markman, H.J. (2009). The effect of the transition to parenthood on relationship quality: An 8-year prospective study. *Journal of Personality and Social Psychology, 96*(3), 601-619.

Murphy, A. P., Joel, S., & Muise, A. (2021). A prospective investigation of the decision to open up a romantic relationship. *Social Psychological and Personality Science, 12*(2), 194–201.

October 11: No class, Fall break

WEEK 6 – October 18: Sex

Required Reading:

Diamond, L.M. (2013). Sexuality in relationships. In J.A. Simpson & L. Campbell (Eds.), *The Oxford handbook of close relationships* (pp. 589-614). New York: Oxford University Press.

Seminar Leaders' Articles:

McNulty, J.K., Wenner, C.A., & Fisher, T.D. (2016). Longitudinal associations among relationship satisfaction, sexual satisfaction, and frequency of sex in early marriage. *Archives of Sexual Behavior, 45*(1), 85-97.

Fallis, E.E., Rehman, U.S., & Purdon, C. (2014). Perceptions of partner sexual satisfaction in heterosexual committed relationships. *Archives of Sexual Behavior, 43*(3), 541-550.

Muise, A., Impett, E.A., Kogan, A., & Desmarais, S. (2013). Keeping the spark alive: Being motivated to meet a partner's sexual needs sustains sexual desire in long-term romantic relationships. *Social Psychological and Personality Science, 4*(3), 267-273.

WEEK 7 – October 25: Relationship Maintenance

Required Reading:

Reis, H.T., & Clark, M.S. (2013). Responsiveness. In J.A. Simpson & L. Campbell (Eds.), *The Oxford handbook of close relationships* (pp. 400-423). New York: Oxford University Press.

Neff, L.A. & Karney, B.R. (2017). Acknowledging the elephant in the room: How stressful environmental contexts shape relationship dynamics. *Current Opinion in Psychology, 13*, 107-110.

Seminar Leaders' Articles:

Krueger, K., & Forest, A. (2022). Putting responsiveness in context: How a partner's responsiveness baseline shapes perceived responsiveness. *Personal Relationships, 29*(4), 857-874.

Gable, S.L., Reis, H.T., Impett, E.A., & Asher, E.R. (2004). What do you do when things go right? The intrapersonal and interpersonal benefits of sharing positive events. *Journal of Personality and Social Psychology, 87*(2), 228-245.

Impett, E.A., Gordon, A.M., Kogan, A., Oveis, C., Gable, S.L., & Keltner, D. (2010). Moving toward more perfect unions: Daily and long-term consequences of approach and avoidance goals in romantic relationships. *Journal of Personality and Social Psychology, 99*(6), 948-963.

Goldsmith, K., & Byers, E. S. (2020). Maintaining long-distance relationships: Comparison to geographically close relationships. *Sexual and Relationship Therapy, 35*(3), 338-361.

WEEK 8 – November 1: Insecurity and Self-Fulfilling Prophecies

Required Reading:

Murray, S. L. (2023). Regulating relationship risk: Partner responsiveness as a safety signal. *Current Opinion in Psychology*, 50, Article 101582.

Marigold, D. C. (2021). The abstract reframing intervention: Helping insecure individuals benefit from romantic partners' positive feedback. In G. M. Walton & A. J. Crum (Eds.), *Handbook of wise interventions: How social psychology can help people change* (pp. 385–402). The Guilford Press.

Seminar Leaders' Articles:

Nowland, R., Talbot, R., & Qualter, P. (2018). Influence of loneliness and rejection sensitivity on threat sensitivity in romantic relationships in young and middle-aged adults. *Personality and Individual Differences*, 131, 185–190.

Lemay, E.P. Jr., & Clark, M.S. (2008). "Walking on eggshells": How expressing relationship insecurities perpetuates them. *Journal of Personality and Social Psychology*, 95(2), 420-441.

Cortes, K., & Wood, J. V. (2018). Is it really "all in their heads"? How self-esteem predicts partner responsiveness. *Journal of Personality*, 86(6), 990–1002.

WEEK 9 – November 8: Conflict and Aggression

Required Reading:

Overall, N.C., & McNulty, J.K. (2017). What type of communication during conflict is beneficial for intimate relationships? *Current Opinion in Psychology*, 13, 1-5.

Finkel, E.J., & Eckhardt, C.I. (2013). Intimate partner violence. In J.A. Simpson & L. Campbell (Eds.), *The Oxford handbook of close relationships* (pp. 452-474). New York: Oxford University Press.

Seminar Leaders' Articles:

Baucom, B. R., Dickenson, J. A., Atkins, D. C., Baucom, D. H., Fischer, M. S., Weusthoff, S., Hahlweg, K., & Zimmermann, T. (2015). The interpersonal process model of demand/withdraw behavior. *Journal of Family Psychology*, 29(1), 80-90.

Finkel, E.J., Slotter, E.B., Luchies, L.B., Walton, G.M., & Gross, J.J. (2013). A brief intervention to promote conflict reappraisal preserves marital quality over time. *Psychological Science*, 24(8), 1595-1601.

Frye, N.E., & Karney, B.R. (2006). The context of aggressive behavior in marriage: A longitudinal study of newlyweds. *Journal of Family Psychology*, 20(1), 12-20.

WEEK 10 – November 15: Interventions and Dissolution

Required Reading:

Bradbury, T. N., & Bodenmann, G. (2020). Interventions for couples. *Annual Review of Clinical Psychology, 16*, 99–123.

Seminar Leaders' Articles:

Sevier, M., Atkins, D.C., Dos, B.D., & Christensen, A. (2015). Up and down or down and up? The process of change in constructive couple behavior during traditional and integrative behavioral couple therapy. *Journal of Marital and Family Therapy, 41*(1),113-127.

Eastwick, P.W., Finkel, E.J., Krishnamurti, T., & Loewenstein, G. (2008). Mispredicting distress following romantic breakup: Revealing the time course of the affective forecasting error. *Journal of Experimental Social Psychology, 44*(3), 800-807.

Spielman, S.S., Joel, S., MacDonald, G., & Kogan, A. (2013). Ex appeal: Current relationship quality and emotional attachment to ex-partners. *Social Psychological and Personality Science, 4*(2), 175-180.

WEEK 11 – November 22: No class, prepare for final

WEEK 12 – November 29: Scenario Analysis (Open-Book, In-Class Exam)

ADDITIONAL NOTES AND POLICIES

Assignment Deadlines

Please try to inform me in advance if you are unable to complete an assignment by the scheduled date. There are many reasons students might benefit from an extension and you do not need to share the details of your situation when you ask. Late submissions, without advance permission, will be given a 5% reduction in the total possible grade for each 24 hours after the due date. Weekly thought papers and questions will not be accepted after that week's class has begun.

Accommodation for Illness or Unforeseen Circumstances:

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See [Accommodation due to illness](#).

Accommodation Due to Religious Observances

The University acknowledges that, due to the pluralistic nature of the University community, some students may seek accommodations on religious grounds. Accordingly, students must consult with their instructor(s) within two weeks of the announcement of the due date for which accommodation is being sought. Failure to provide a timely request will decrease the likelihood of providing an accommodation. [See Request for accommodation on religious grounds](#).

Intellectual Property. Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in [Policy 71 – Student Discipline](#). Students who become aware of the availability of what may be their instructor's intellectual property in online repositories are encouraged to alert the instructor.

Use of Generative AI

Generative artificial intelligence (GenAI) trained using large language models (LLM) or other methods to produce text, images, music, or code, like Chat GPT, DALL-E, or GitHub CoPilot, may be used in this course with proper documentation, citation, and acknowledgement. Permitted uses of and expectations for using GenAI will be discussed in class and outlined on assignment instructions.

Recommendations for how to cite generative AI in student work at the University of Waterloo may be found through the Library: https://subjectguides.uwaterloo.ca/chatgpt_generative_ai. Please be aware that generative AI is known to falsify references to other work and may fabricate facts and inaccurately express ideas. GenAI generates content based on the input of other human authors and may therefore contain inaccuracies or reflect biases.

In addition, you should be aware that the legal/copyright status of generative AI inputs and outputs is unclear. Exercise caution when using large portions of content from AI sources, especially images. More information is available from the Copyright Advisory Committee: <https://uwaterloo.ca/copyright-at-waterloo/teaching/generative-artificial-intelligence>

You are accountable for the content and accuracy of all work you submit in this class, including any supported by generative AI.

Electronic Device Policy

The use of mobile computing devices (e.g., cell phones, laptops) in the classroom is limited to note-taking and accessing course materials. Personal surfing of the internet, downloading of non-course related material, use of messaging software, or gaming is not to take place.

Audio and video recordings of classroom lectures or activities must be approved by the professor prior to the beginning of the scheduled session. Recordings may only be used for individual study of materials presented during class and may not be published or distributed without the consent of the professor. Videos that contain images of other students may not be published or distributed without the consent of all students depicted in the video.

Information on Plagiarism Detection

Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course to detect plagiarism.

Academic Integrity, Grievance, Discipline, Appeals

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) and the [Arts Academic Integrity](#) websites for more information.

Policy on plagiarism: Policy 71's glossary defines plagiarism, in part, as "presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one's own in any work submitted whether or not for grading purposes"...

The Vice-President Academic and Dean has the authority to assess instances of plagiarism and the resultant penalties that are raised by an instructor. An instructor can propose a grade penalty to the Vice-President Academic and Dean, who will decide whether to accept the penalty or initiate a formal inquiry. For additional information on how plagiarism is dealt with at Renison, review the policy from where the above text is copied: [Policy 71 - Student Discipline](#).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. See Waterloo's policy on [Fair Dealing](#). Violation of Canada's Copyright Act is a punishable academic offence under [Policy 71 – Student Discipline](#).

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the [Office of Academic Integrity](#) website for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration, should seek guidance from the course professor or academic advisor. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo [Policy 71 – Student Discipline](#). For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check the [Guidelines for the Assessment of Penalties](#).

Renison University College is committed to the view that when a problem or disagreement arises between a faculty member and a student, every effort should be made to resolve the problem through mutual and respectful negotiation. Most issues are resolved by a student/faculty meeting to discuss

differences of opinion. It is only after this stage, when a common understanding or agreement is not obtained that further actions listed below could be taken.

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the Department's administrative assistant, or Academic Advisor, who will provide further assistance.

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Accommodation for Students with Disabilities

[AccessAbility Services](#) is located in Needles Hall, Room 1401, and collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term. Some students not connected to AAS may require accommodations later in the term and should consult with their instructor and/or academic advisor as soon as possible.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- [Counselling Services](#): counselling.services@uwaterloo.ca / 519-888-4096
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- [Health Services](#) – Student Medical Clinic: located across the creek from Student Life Centre

Off Campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- [Empower Me](#): Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
- Grand River Hospital: Emergency care for mental health crisis. Phone: 844-437-3247
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Email: ok2bme@kwcounselling.com Phone: 519-884-0000

Full details can be found online at the [Faculty of ARTS](#) website.

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe](#) app to your phone to quickly access mental health support information.

A Respectful Living and Learning Environment for All

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.

If you feel that you are experiencing the above from any member of the Renison community (students, staff, or faculty), you may contact Melissa Knox, Renison's external anti-harassment and anti-discrimination officer, by email (mnknox@uwaterloo.ca) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

For additional information see Renison's [Harassment, Discrimination, and Abuse](#) policy.