



FRHD*1020 Couple and Family Relations

Winter 2025

Section: DE01

Department of Family Relations and Applied Nutrition
Credit Weight: 0.50

Course Details

Calendar Description

A survey of family dynamics throughout the life course, emphasizing themes of power, intimacy, and family diversity. Topics may include gender socialization, sexuality, mate selection, communication, abuse, couple interaction, parent-child relations, divorce, remarriage.

Pre-Requisite(s): None

Co-Requisite(s): FRHD*2010

Restriction(s): This is a Priority Access Course. Some restrictions may apply during some time periods. Please see the departmental website for more information.

Method of Delivery: Distance Education (asynchronous online)

Final Exam

There is no final exam for this course.

Instructional Support

Instructor

Robin Milhausen

Email: rmilhaus@uoguelph.ca

Office: MINS Building, Room 227C

Prof. Milhausen is a faculty member in the Department of Family Relations and Human Sexuality. She is a sexuality, health, and relationships researcher and a registered psychotherapist (qualifying) with the College of Registered Psychotherapists of Ontario. Thinking, writing, and teaching about relationships are some of her favourite things and she helped to develop this online course. Looking forward to meeting all of you this semester!

Office Hours **via** Microsoft Teams: **Students may opt to drop into office hours on Tuesdays from 1 to 2pm beginning on the first day of the semester. You can also email to make an appointment at other times. Please note that further details will be posted in the Announcements. See also** Communicating with Your Instructor

Teaching Assistant(s)

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Learning Resources

Required Textbook

Title: Family Dynamics: Canadian Perspectives
Author(s): Marc Belanger and Margaret Ward
Edition / Year: 8th Edition, 2022
Publisher: Top Hat
ISBN (perpetual eBook): 9781774945865

Top Hat is bundled with your textbook, with all kinds of digital features, and quizzes that are required for your grade.

How to purchase the digital textbook:

If you already have a Top Hat account, you can access the below link to be taken directly to our digital textbook.

<https://app.tophat.com/e/251740> _-Course Link

If you are new to Top Hat:

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Search for our course textbook with the following join code.

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From here, you will receive the following purchase options:

- 1) Sign up for a 14 day free trial account
- 2) Pay using your credit card
- 3) Redeem the access code that you received when you purchased through the bookstore

The cost of the textbook is \$72.00(plus tax) and will be applied at checkout when signing up.

Your Top Hat textbook is not only easy to use, but also it is fully mobile too! For more information about the interactive features in the textbook, click here: <https://success.tophat.com/s/article/Student-Using-Your-Textbook>.

Should you require assistance with Top Hat at any time please contact their Support Team directly by way of email (support@tophat.com), the in-app support button, or by calling 1-888-663-5491. Specific user information may be required by their technical support team when troubleshooting issues.

You may also purchase the textbook at the [Guelph Campus Co-op Bookstore](#) or the [University of Guelph Bookstore](#). Please note that DE textbooks are located in the Distance Education section of the University of Guelph Bookstore.

<http://www.bookstore.coop/>

<http://www.bookstore.uoguelph.ca/>

Course Materials

There are no required materials for this course.

Course Website

[CourseLink](#) (powered by D2L's Brightspace) is the course website and will act as your classroom. It is recommended that you log in to your course website every day to check for announcements, access course materials, and review the weekly schedule and assignment requirements.

<https://courselink.uoguelph.ca>

Ares

For this course, you may be required to access course reserve materials through the University of Guelph McLaughlin Library. To access these items, select **Ares** on the navbar in CourseLink. Note that you will need your Central Login ID and password in order to access items on reserve.

For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials](#).

If at any point during the course you have difficulty accessing reserve materials, please contact the Course Material and Reserve Services staff at:

Tel: 519-824-4120 ext. 53621

Email: libres2@uoguelph.ca

Location: McLaughlin Library, First Floor, University of Guelph

<https://www.lib.uoguelph.ca/find/course-reserves-ares>

Learning Outcomes

Course Learning Outcomes

This course is designed to keep the learner at the centre of the learning process, by emphasizing the exploration of meaning and content knowledge through personal and interpersonal discovery. FRHD*1020 was developed with consideration to the University of Guelph Learning Objectives. The general objective is to expand students' knowledge of current conceptual frameworks and research studies in the area of couple and family relationships.

By the end of this course, you should be able to:

1. Help create a dynamic, exploratory, respectful and inclusive learning environment for both students and instructor in an online learning environment;
 2. Describe the multidimensional experience and diversity of intimate relationships, families, and marriages in the Canadian context;
 3. Identify issues impacting couples and families, including the variety of political, religious, cultural, biological, social, and historical forces that influence family life;
 4. Explain the dynamics of couple and family relationships throughout the life course;
 5. Demonstrate the personal and practical implications of the course content by getting personally involved with course content and reflecting on the personal experiences that have contributed to one's development with respect to couple and family relationships;
 6. Evaluate and examine their own experiences, values, and biases in relation to the various dimensions of family and couple relationships.
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Teaching and Learning Activities

Method of Learning

This is an interactive online course which differs from traditional courses in that it requires more structure and pacing. To successfully complete this course, it is essential that you begin the work on the first week of classes and participate regularly throughout the semester. Think of the website as your virtual classroom and get used to coming to class

on a regular basis. Log on to the course website as often as needed to keep up with discussions and developments.

Course Structure

This course is divided into twelve units:

- Unit 01: Intimate Relationships and Families
- Unit 02: Historical Perspectives on Canadian Families
- Unit 03: Attraction and Love
- Unit 04: Partner Selection and Marriage
- Unit 05: Relationship Diversity
- Unit 06: Relationship Quality and Satisfaction
- Unit 07: Parenting and Parent-Child Relations
- Unit 08: Gender, Power, and Work in Families
- Unit 09: Aging and the Family Lifecycle
- Unit 10: Stress, Conflict, Abuse, and Violence
- Unit 11: Ending Relationships and Repartnering
- Unit 12: The Future of Canadian Families

What to Expect for Each Unit

Each unit contains an Overview section that provides a general introduction to the concepts and content for the unit. Learning Outcomes note the unit-specific learning outcomes associated with the unit and an introductory activity for each unit to spark your interest.

Unit content follows the learning outcomes. Content on the unit page helps situate key concepts. This content is enhanced with links to relevant sources and there are also assigned readings associated with each unit.

The units are driven by several activities that guide your learning and there is opportunity for group discussion to support the concepts presented. Each unit also has a spotlight on research that highlights interesting and relevant topics.

Schedule

It is strongly recommended that you follow the course schedule provided below. The schedule outlines what you should be working on each week of the course and lists the important due dates for the assessments. By following the schedule, you will be better prepared to complete the assessments and succeed in this course.

Unit 01: Intimate Relationships and Families

Week 1 – Monday, January 6 to Sunday, January 12

Readings

- Textbook: The Family Dynamic, Chapter 1.

Activities

- Review **Outline** and **Assessments** on the course website to learn about course expectations, assessments, and due dates.
- Confirm your access to the course reserve materials by selecting **Ares** on the navbar.
- Complete all unit content and learning activities.
- Participate in **Week 1 Discussion: Introductions, Ground Rules and Hot Topics** (Not Graded but **Mandatory**) Opens Monday, January 6 at 12:01 am ET and closes Sunday, January 12 at 11:59 pm ET

Assessments

- Complete the chapter quizzes on Top Hat

Unit 02: Historical Perspectives on Canadian Families

Week 2 - Monday, January 13 to Sunday, January 19

Readings

- Textbook: The Family Dynamic, Chapter 2.

Activities

- Complete all unit content and learning activities.

Assessments

- Complete the chapter quizzes on Top Hat

Unit 03: Attraction and Love

Week 3 – Monday, January 20 to Sunday, January 26

Readings

- Textbook: The Family Dynamic, Chapter 3.

Activities

- Complete all unit content and learning activities.

Assessments

- Complete the chapter quizzes on Top Hat
- Week 3 Graded Discussion: Initial post due Tuesday, January 21 by 11:59 p.m. (Discussion closes on Sunday, January 26 at 11:59 p.m.)

Unit 04: Partner Selection and Marriage

Week 4 – Monday, January 27, to Sunday, February 2

Readings

- Textbook: The Family Dynamic, Chapter 4.

Activities

- Complete all unit content and learning activities.

Assessments

- Complete the chapter quizzes on Top Hat

Unit 05: Relationship Diversity

Week 5 – Monday, February 3 to Sunday, February 9

Readings

- Balzarini, R. N., & Muise, A. (2020). Beyond the dyad: A review of the novel insights gained from studying consensual non-monogamy. *Current Sexual Health Reports, 12*, 398-404.
- Brown, S. L., Manning, W. D., & Wu, H. (2022). Relationship quality in midlife: A comparison of dating, living apart together, cohabitation, and marriage. *Journal of Marriage and Family, 84*(3), 860-878.
- Mitchell, B. A., & Li, L. (2023). Diversity in Canadian families. *The Changing Faces of Families, 15*.

Activities

- Complete all unit content and learning activities.

Assessments

- Week 5 Graded Discussion: Initial post due Tuesday, February 4 by 11:59 p.m. (Discussion closes on Sunday, February 9 at 11:59 p.m.)

Unit 06: Relationship Quality and Satisfaction

Week 6 – Monday, February 10 to Friday, February 14

Readings

- Journal of Sex Research. Open Relationship Prevalence, Characteristics, and Correlates in a Nationally Representative Sample of Canadian Adults. Fairbrother, N., Hart, T.A., Fairbrother, M.
- Quinn-Nilas, C. (2020). Relationship and sexual satisfaction: A developmental perspective on bidirectionality. *Journal of Social and Personal Relationships*, 37(2), 624–646.
- Bühler, J. L., Krauss, S., & Orth, U. (2021). Development of relationship satisfaction across the life span: A systematic review and meta-analysis. *Psychological Bulletin*, 147(10), 1012.
- Busby, D. M., Leavitt, C. E., Yorgason, J. B., Richardson, S., & Allsop, D. B. (2024). Health, depression, and marital processes as they relate to sexual satisfaction and harmonious sexual passion: A biopsychosocial model. *Sexual and Relationship Therapy*, 39(3), 742-760.

Activities

- Complete all unit content and learning activities.

Assessments

- Writing Assignment Week 6 Option (Due: Friday, February 14 by **4:30 p.m.**) (if this is your paper choice – remember there are two paper topics with different due dates, you pick one!)

Winter Break: Monday, February 17 to Friday, February 21

Unit 07: Parenting and Parent-Child Relations

Week 7 – Monday, February 24 to Sunday, March 2

Readings

- Textbook: The Family Dynamic, Chapter 5 and Chapter 6.

Activities

- Complete all unit content and learning activities.

Assessments

- Complete the chapter quizzes on Top Hat

Unit 08: Gender, Power, and Work in Families

Week 8 – Monday, March 3 to Sunday, March 9

Readings

- Textbook: The Family Dynamic, Chapter 12.

Activities

- Complete all unit content and learning activities.

Assessments

- Complete the chapter quizzes on Top Hat
- Writing Assignment Week 8 Option (Due: Friday, March 7 by 11:59 p.m.) This is your final paper option so do not forget to submit it.

Unit 09: Aging and the Family Lifecycle

Week 9 – Monday, March 10 to Sunday, March 16

Readings

- Textbook: The Family Dynamic, Chapter 7 and Chapter 8

Activities

- Complete all unit content and learning activities.

Assessments

- Complete the chapter quizzes on Top Hat
- Week 9 Discussion: Initial post due Tuesday, March 11 by 11:59 p.m. (Discussion closes on Sunday, March 16 at 11:59 p.m.)

Unit 10: Stress, Conflict, Abuse, and Violence

Week 10 – Monday, March 17 to Sunday, March 23

Readings

- Textbook: The Family Dynamic, Chapter 13 and Chapter 14

Activities

- Complete all unit content and learning activities.

Assessments

- Complete the chapter quizzes on Top Hat
- Family Support Analysis Assignment (Due Friday, March 21 by 11:59)

Unit 11: Ending Relationships and Repartnering

Week 11 – Monday, March 24 to Sunday, March 30

Readings

- Textbook: The Family Dynamic, Chapter 10 and 11

Activities

- Complete all unit content and learning activities.

Assessments

- Complete the chapter quizzes on Top Hat

Unit 12: The Future of Canadian Families

Week 12 – Monday, March 31 to Friday, April 4

Readings

- Textbook: The Family Dynamic, Chapter 16

Activities

- Complete all unit content and learning activities.

Assessments

- Complete the chapter quizzes on Top Hat
- Week 12 Discussion: Initial post due Tuesday, April 1 by 11:59 p.m. (Discussion closes on Friday April 4 at 11:59 p.m.)

Assessments

The grade determination for this course is indicated in the following table. A brief description of each assessment is provided below. Select **Content** on the navbar to locate **Assessments** in the table of contents panel to review further details of each assessment. Due dates can be found under the Schedule heading of this outline.

Table 1: Course Assessments

Assessment Item	Weight	Learning Outcomes
Discussions 5 weeks, 4 graded (40 x 10%)	40%	1, 2, 3, 5, 6
Editorial Assignment	25%	2, 3, 4
Weekly Textbook Quizzes (10 weeks x 1.5%)	15%	2, 3
Final Assignment (Analyzing Family Support Programs)	20%	2, 3, 4
Total	100%	

Assessment Descriptions

Discussions

A key component of this course is the online discussions. These enable you to stay connected to course material and to create a supportive learning community with your classmates. The collaborative nature of online discussions enables you to learn from each other and to consolidate your own course-specific knowledge.

There will be FIVE (5) online discussions on family-related topics. Week 1 Discussion is an ungraded discussion for group introductions and setting ground rules for online discussions. Your contributions and participation will be graded in the other FOUR (4) discussions. There are NO extensions possible for discussions because it is integral to your learning that you be able to read and respond to your peers. You will be assessed on the timeliness of your responses, as well as the depth and breadth of answer(s) and how well you incorporate the course material and other strong resources (for example peer-reviewed articles) with the discussion topics.

Editorial Assignment

The purpose of this assignment is to help you develop knowledge, critical thinking, and reflection skills about current issues in intimate relationships and families. You are writing an editorial! What is an editorial or op-ed piece? An editorial is a persuasive piece of writing, in which you have a position, state it clearly, and then back it up with evidence, aiming to convince your reader to agree with your point of view.

There are two topic options, and you must pick ONE (1) to complete and submit on its respective due date (**Week 6 or Week 8**). The topics are purposely broad (and thought provoking). You will pick a narrow aspect that you are particularly interested in.

Online Textbook Quizzes

In each chapter of the online textbook, there are short quizzes to check your knowledge and understanding. At the end of each chapter there is a review quiz. The questions throughout the chapter and at the end (the review quiz) are a required part of the course, to be sure you are reading the content and making meaningful connections. **There is no due date for these quizzes** except the last class day of the semester, so you can catch up on any missed quizzes until that time.

Final Assignment: Analyzing Family Support Programs

This assignment allows you to explore real-world applications of course concepts by researching a program or service from your home community that supports families. You will analyze the program's goals, services, and impact, connecting your findings to course material. See Courselink under Content and Assessments for more information.

Course Technology Requirements and Technical Support

CourseLink System Requirements

You are responsible for ensuring that your computer system meets the necessary [system requirements](#). Use the [browser check](#) tool to ensure your browser settings are compatible and up to date. (Results will be displayed in a new browser window).

<https://opened.uoguelph.ca/student-resources/system-and-software-requirements>

<https://courselink.uoguelph.ca/d2l/systemCheck>

Microsoft Teams Requirements

This course may use **Microsoft Teams** as a video communication tool. A Webcam, a microphone, and headphones/speakers may be needed. Review [System requirements for Teams for personal use \(microsoft.com\)](#) to ensure that your computer meets the technical requirements.

<https://support.microsoft.com/en-us/office/system-requirements-for-teams-for-personal-use-dae0234b-839c-4f85-ae75-d14ad2baa978>

Zoom Requirements

This course may use **Zoom** as a video communication tool. A Webcam, headphones/speakers may be needed. Review the [Zoom information for students \(uoguelph\)](#) to ensure that your computer meets the technical requirements.

<https://support.opened.uoguelph.ca/students/courselink/tools/content/zoom>

Technical Skills

As part of your online experience, you are expected to use a variety of technology as part of your learning:

- Manage files and folders on your computer (e.g., save, name, copy, backup, rename, delete, and check properties);
- Install software, security, and virus protection;
- Use office applications (e.g., Word, PowerPoint, Excel, or similar) to create documents;
- Be comfortable uploading and downloading saved files;
- Communicate using email (e.g., create, receive, reply, print, send, download, and open attachments);
- Navigate the CourseLink learning environment and use the essential tools, such as **Dropbox**, **Quizzes**, **Discussions**, and **Grades** (the instructions for this are given in your course);
- Access, navigate, and search the Internet using a web browser (e.g., Firefox, Chrome); and
- Perform online research using various search engines (e.g., Google) and library databases.

Technical Support

If you need any assistance with the software tools or the CourseLink website, contact CourseLink Support.

CourseLink Support

University of Guelph

Day Hall, Room 211

Email: courselink@uoguelph.ca

Tel: 519-824-4120 ext. 56939

Toll-Free (CAN/USA): 1-866-275-1478

Walk-In Hours (Eastern Time):

Monday thru Friday: 8:30 am–4:30 pm

Phone/Email Hours (Eastern Time):

Monday thru Friday: 8:30 am–8:30 pm

Saturday: 10:00 am–4:00 pm

Sunday: 12:00 pm–6:00 pm

Course Specific Standard Statements

Acceptable Use

The University of Guelph has an [Acceptable Use Policy](#), which you are expected to adhere to.

<https://www.uoguelph.ca/ccs/infosec/aup>

Communicating with Your Instructor

During the course, your instructor will interact with you on various course matters on the course website using the following ways of communication:

- **Announcements:** The instructor will use **Announcements** on the Course Home page to provide you with course reminders and updates. Please check this section frequently, and in **particular, every Monday** for important course updates from your instructor.
- **Ask Your Instructor Discussion:** Use this discussion forum to ask questions of your instructor about content or course-related issues with which you are unfamiliar. If you encounter difficulties, the instructor is here to help you. Please post general course-related questions to the discussion forum so that all students have an opportunity to review the response. To access this discussion forum, select **Discussions** from the **Tools** dropdown menu.
- **Email:** If you have a conflict that prevents you from completing course requirements, or have a question concerning a personal matter, you can send your instructor a private message by email. The instructor will respond to your email within 48 hours.
- **Online meeting:** If you have a complex question you would like to discuss with your instructor, you may book an online meeting. Online meetings depend on the availability of you and the instructor and are booked on a first come first served basis.

Netiquette Expectations

For distance education courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students;
- Using obscene or offensive language online;

- Copying or presenting someone else's work as your own;
- Adapting information from the Internet without using proper citations or references;
- Buying or selling term papers or assignments;
- Posting or selling course materials to course notes websites;
- Having someone else complete your quiz or completing a quiz for/with another student;
- Stating false claims about lost quiz answers or other assignment submissions;
- Threatening or harassing a student or instructor online;
- Discriminating against fellow students, instructors, and/or TAs;
- Using the course website to promote profit-driven products or services;
- Attempting to compromise the security or functionality of the learning management system;
- Sharing your username and password; and
- Recording lectures without the permission of the instructor.

Submission of Assignments to Dropbox

All assignments for this course should be submitted electronically via the online **Dropbox** tool. When submitting your assignments using the **Dropbox** tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission.

Be sure to keep a back-up copy of all of your assignments in the event that they are lost in transition. In order to avoid any last-minute computer problems, your instructor strongly recommend you save your assignments to a cloud-based file storage (e.g., Google Docs), or send to your email account, so that should something happen to your computer, the assignment could still be submitted on time or re-submitted.

It is your responsibility to submit your assignments on time as specified on the Schedule. Be sure to check the technical requirements and make sure you have the proper computer, that you have a supported browser, and that you have reliable Internet access. Remember that **technical difficulty is not an excuse not to turn in your assignment on time**. Don't wait until the last minute as you may get behind in your work. Give yourself at least 30 minutes before a deadline in case of wifi or other technology mishaps.

If, for some reason, you have a technical difficulty when submitting your assignment electronically, please contact your instructor or [CourseLink Support](#).

<https://support.opened.uoguelph.ca/contact>

Late Policy

Forty-eight (48) hour grace period

There will be a grace period of 48 hours for all written assignments submitted to **Dropbox**. This means if your assignment is due on a Friday at 11:59 pm, you may submit it up until the Sunday at 11:59 pm without penalty. Please do not email the instructor or Teaching Assistants for this; just submit the assignment to the **Dropbox** tool within the 48 hours.

After the forty-eight (48) hour grace period up to one (1) week after the due date

Individual written assessments will be accepted up to one week following the due date (not the grace period date) and with a penalty of 10% (e.g., 78%-10% = 68%). So, if you think you can earn a better grade by taking some extra time, do it. Please do not email the instructor or Teaching Assistants for this; just submit the assignment to the **Dropbox** tool within one week of the assignment due date and the deduction will be taken automatically.

Between one (1) and up to two (2) weeks after the due date

Assignments submitted to the **Dropbox** tool within one and two weeks after the deadline will have a 25% late penalty.

Important Note:

Assignments submitted to the **Dropbox** tool more than two weeks after the deadline will not be accepted. Assignments cannot be accepted after the last day of the semester (in the exam period).

Extensions

Extensions will be considered for medical reasons or other extenuating circumstances. If you require an extension, discuss this with the instructor as soon as possible and well before the due date. Barring exceptional circumstances, extensions will not be granted once the due date has passed. These rules are not designed to be arbitrary, nor are they inflexible. They are designed to keep you organized, to ensure that all students have the same amount of time to work on assignments, and to help to return marked materials to you in the shortest possible time. Extensions CAN NOT be given for discussion posts.

Obtaining Grades and Feedback

Unofficial assessment marks will be available in the **Grades** tool of the course website.

Your instructor will have grades posted online within 2 weeks of the submission deadline, if the assignment was submitted on time. Once your assignments are marked you can view your grades on the course website by selecting **Grades** from the **Tools** dropdown menu on the navbar. Your course will remain open to you for seven days following the last day of the final exam period.

Final grades will be available at the end of the semester. Students can access their final grade by logging into [WebAdvisor](#) (using your U of G central ID).

Open Learning program students should log in to the [OpenEd Student Portal](#) to view their final grade (using the same username and password you have been using for your courses).

<https://www.uoguelph.ca/webadvisor>

<https://courses.opened.uoguelph.ca/portal/logon.do?method=load>

Grade Dispute Policy

If students wish to dispute a grade, first they must review the assignment guidelines, grading rubric, and any feedback provided by the Teaching Assistant (TA) before submitting a grade dispute. Grade disputes may be submitted no sooner than **4 days after grades are returned** and **no later than 2 weeks** following the release of grades. Disputes must be submitted via email, with a detailed written explanation specifying where points were deducted and why the student believes the deduction was incorrect. The explanation must refer to specific criteria from the assignment guidelines or rubric. All grade disputes should be emailed directly to the instructor.

Rights and Responsibilities When Learning Online

For distance education (DE) courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

For more information on your rights and responsibilities when learning in the online environment, visit [Rights and Responsibilities](#).

<http://opened.uoguelph.ca/student-resources/rights-and-responsibilities>

Turnitin Originality Check

In this course, your instructor will be using Turnitin, integrated with the CourseLink **Dropbox** tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All individual assignments submitted to the **Dropbox** tool will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Use of Artificial Intelligence (AI)

The University is committed to ensuring that the use of AI in teaching and learning complies with existing policies and regulations that govern academic and scholarly integrity. We continue to engage the University community, including students, as we work to refine academic integrity policies and their intersection with AI tools. We affirm the following:

1. Students' work must reflect their unique intellectual capacity and demonstrate the application of critical thinking and problem solving. Unauthorized use of AI to complete assessments violates the fundamental intellectual purposes of the University and does not demonstrate student achievement of course learning outcomes.
2. Submission of materials completed by AI, without permission of the instructor, constitutes an offence under the University's academic misconduct policies, either as a form of plagiarism or the use of unauthorized aids.

You can read the University of Guelph Statement on Artificial Intelligence Systems, ChatGPT, Academic Integrity here: <https://news.uoguelph.ca/2023/03/university-of-guelph-statement-on-artificial-intelligence-systems-chatgpt-academic-integrity>.

In line with this statement, **the use of ChatGPT or other AI systems that conduct research, mimic independent thought and analysis, and generate text is strictly prohibited for all assignments in this course, and will be considered a violation of the university's academic misconduct policies.**

We have developed this course to spark your interest, your intellectual curiosity, and to encourage you to reflect on your own experiences, values, attitudes and beliefs. Remember these learning outcomes for the course:

1. Demonstrate the personal and practical implications of the course content by getting personally involved with course content and reflecting on the personal experiences that have contributed to one's development with respect to couple and family relationships;
2. Evaluate and examine your own experiences, values, and biases in relation to the various dimensions of family and couple relationships.

In short – we want to read work created by HUMANS. We care about your thoughts and ideas. AI reflections are really boring, generic, and sadly take valuable teaching assistant and professor time to read and grade that could be used to support real students and give feedback on real student work.

Your intellectual work must demonstrate the application of your own critical thinking and analysis. This critical assessment of information will help you in both your professional careers and in your personal lives, long after graduation.

University Standard Statements

University of Guelph: Undergraduate Policies

As a student of the University of Guelph, it is important for you to understand your rights and responsibilities and the academic rules and regulations that you must abide by.

If you are a registered **University of Guelph Degree Student**, consult the [Undergraduate Calendar](#) for the rules, regulations, curricula, programs and fees for current and previous academic years.

If you are an **Open Learning Program Student**, consult the [Open Learning Program Calendar](#) for information about University of Guelph administrative policies, procedures and services.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/>

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

Email Communication

As per university regulations, all students are required to check their uoguelph.ca e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet Course Requirements

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise your course instructor **in writing**, with your name, ID number and email contact.

University of Guelph Degree Students

Consult the [Undergraduate Calendar](#) for information on regulations and procedures for Academic Consideration.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Open Learning Program Students

Please refer to the [Open Learning Program Calendar](#) for information on regulations and procedures for requesting Academic Consideration.

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

Drop Date

University of Guelph Degree Students

Students will have until the last day of classes to drop courses without academic penalty. [Review the Undergraduate Calendar for regulations and procedures for Dropping Courses.](#)

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Open Learning Program Students

Please refer to the [Open Learning Program Calendar](#).

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

Copies of Assignments

Keep paper and/or other reliable back-up copies of all assignments: you may be asked to resubmit work at any time.

Accessibility

University of Guelph Degree Students

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

For more information, contact Accessibility Services at 519-824-4120 ext. 56208, [email Accessibility Services](#) or visit the [Accessibility Services website](#).

<mailto:accessibility@uoguelph.ca>

<https://wellness.uoguelph.ca/accessibility/>

Open Learning Program Students

If you are an Open Learning program student who requires academic accommodation, please [contact the Open Learning program Counsellor](#). Please ensure that you contact us before the end of the first week of your course (every semester) in order to avoid any delays in support. Documentation from a health professional is required for all academic accommodations. Please note that all information provided will be held in confidence.

If you require textbooks produced in an alternate format (e.g., DAISY, Braille, large print or eText), please [contact the Open Learning program Counsellor](#) at least two months prior to the course start date. If contact is not made within the suggested time frame, support may be delayed. It is recommended that you refer to the course outline before beginning your course in order to determine the required readings.

The provision of academic accommodation is a shared responsibility between OpenEd and the student requesting accommodation. It is recognized that academic accommodations are intended to “level the playing field” for students with disabilities.

<mailto:counsellor@OpenEd.uoguelph.ca>

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Copyright Notice

Content within this course is copyright protected. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course, or have been copied under an exception or limitation in Canadian Copyright law.

The fair dealing exemption in Canada's Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism and review, with proper attribution. Any other copying, communicating, or distribution of any content provided in this course, except as permitted by law, may be an infringement of copyright if done without proper license or the consent of the copyright owner. Examples of infringing uses of copyrighted works would include uploading materials to a commercial third-party web site, or making paper

or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes.

Students who upload to CourseLink copyrighted materials such as book chapters, journal articles, or materials taken from the Internet, must ensure that they comply with Canadian Copyright law or with the terms of the University's electronic resource licenses.

For more information about students' rights and obligations with respect to copyrighted works, review [Fair Dealing Guidance for Students](#).

<https://www.lib.uoguelph.ca/about/policies/fair-dealing-policy>

Plagiarism Detection Software

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).