Interpersonal Relationships
Psychology 375 (A01), Fall 2018
Mondays and Thursdays, 10:00am to 11:20am
Engineering and Computer Science Building (ECS) 125

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Course Overview:
The purpose of this course is to introduce you to research on close relationships, specifically, adult romantic relationships. Our primary analysis will be social psychological, meaning we will examine how people think and feel about themselves in relation to their romantic partners, how people think and feel about their romantic partners, and how people behave within romantic relationships. We will also adopt an empirical approach to the study of relationships. This means we will talk about experiments a lot. The textbook is broad and general, while the lectures will tend to cover more specific issues, especially recent experimental and theoretical approaches.

Respect for Diversity:
It is my intent that students from all kinds of diverse backgrounds and perspectives will be well-served by this course, that students’ learning needs will be addressed both in and out of class, and that the diversity that students bring to this class will be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, body size, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious or cultural events, please let me know so that we can make arrangements for you.

Contacting the Professor:
Please come to my office hours or contact me at my UVic account. Please do not contact me through CourseSpaces. You must include “PSYC 375” in the subject line of your e-mail for me to respond in a timely manner. Make sure you put your name and student number at the end of your message.

Text:
- I am trying something new this year and students are allowed to use either the 7th or the 8th edition of the textbook. The online materials are optional.

Important Websites:
http://coursespaces.uvic.ca
www.netflix.com
Prerequisites:
The pre-requisite for this course is a passing grade in PSYC 201 and 231. Students will only be admitted without these pre-requisites at my discretion. 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.

Course Drop Deadline:
The last day for dropping a course with a 100% fee reduction is September 18. It is your responsibility to check your registration status by the drop deadline to ensure that you are registered only in courses that you have been attending.

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. But please wait and complete the CES in class on Monday 26 November. I will set aside approximately 15 minutes at the beginning of class that day for students to complete the CES. We will do the CES in class because doing so increases the percentage of students who complete the survey compared to when students are asked to complete it on their own time. I will remind you of the date about a week in advance, via an announcement in class and/or via an email announcement. You will need your UVic netlink ID to access the survey via a laptop, tablet, or mobile device; if you do not own such a device then please try to borrow one for that class session. If you do not complete the CES during that class, you can complete it at a time of your choosing during the last two weeks of classes.

Requirements

Overview:
Research Participation or Research Summaries – 5%
Application Paper – 25%
Tests – 70%

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

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

**Specific Requirements**

**Readings:**
Students are responsible for reading the textbook chapters listed in the schedule below, and the three journal articles and one online article listed here. Journal articles A and B can be downloaded from the UVic Library website. Journal Article B will be available on CourseSpaces. If you have trouble locating or reading the journal articles, please talk to your TA for guidance.

Journal Articles:


Online Article

**Research Participation/Summary Credits:**
You have the option of either participating in psychology studies through the Research Participation Pool, or completing short journal article reviews, for a total of 5% of your grade. **This is not a bonus or optional part of your grade like in some other classes.** See CourseSpaces or the syllabus (pages 7-8) for more information. NOTE: If you choose to use research credits for this course requirement, pay special attention to the fact that 2 SONA credits = 1% towards your grade. So you need 10 SONA credits to receive full course marks on this component based on research participation.

**Application Paper:**
This is the sole written assignment for the course. Your grade on this paper will be worth 25% of your final mark. One of the goals of this class is to teach you skills for applying psychological research to specific social situations; this assignment focuses on these skills in particular. The assignment will require you to watch one of two movies that I believe demonstrate key theories and themes from our course (movies TBA), and write a paper analyzing the relationship(s) depicted in the movies from a relationship science and social psychological perspective. Both movies will be available on Netflix (which can be accessed for free during a one-month trial membership for students who do not have a Netflix account). This paper is to be no more than three pages (double-spaced, standard Times New Roman 12pt font, ¾ inch margins). Papers that go past the page limit will receive a mark of zero. The assignment is due Friday, December 7th: Please submit the assignment by noon in the drop box on CourseSpaces. Papers will not be accepted by email. Any papers submitted by email will be ignored. More detail about the assignment is appended to this syllabus. The movies will be posted on CourseSpaces and discussed in class about one month before the paper is due.
a) **Late Assignments:** No late assignments will be accepted. At 12:00pm (high noon) on December 7th the drop box on CourseSpaces will close. Any assignments not yet submitted will receive a mark of zero. There will be no exceptions to this policy, except for students who provide written, verifiable evidence of illness or personal difficulty, and who inform me of these issues in advance. Emergency situations do of course happen, and we will handle each of these on a case-by-case basis.

**Tests:**
There will be three in-class tests worth a total of 70% of your final grade. Tests are not cumulative. Test 1 is worth 27%, Test 2 is worth 28%, and Test 3 is worth 15% of your final grade. Each test will cover all material from the text, videos, and lectures from the period leading up to the test. Each test will have multiple choice and short answer questions based on the textbook and journal article readings, and based on lecture content.

a) **Missing Tests:** I expect all students to be present for tests. There will be no option to re-write a missed test. If you see a test date that poses a conflict to your schedule, contact me in person or via e-mail (dstinson@uvic.ca) well in advance of the test date to discuss your circumstances. If illness or personal emergency prevents you from attending an exam, contact me within 2 days of the missed exam (either in person or via e-mail) to request consideration for the alternative test score (described below). If you do not make contact within 2 days of the missed exam, you will receive a score of zero for the missed test. In the event that illness or injury prevents you from contacting me in a timely manner, you will be asked to provide supporting documentation from a health care professional. Any students who miss a test without making prior arrangements or without providing documented justification will receive a mark of zero for that test. There will be no exceptions to this policy.

b) **Alternative Test Score:** If a student misses an exam and can provide written, verifiable evidence of medical problems or other extreme circumstances, then with my permission, a mark for their missed test will be generated based on their other two exam scores. For example, if a student missed Test 2, then the recorded mark for Test 2 would be the average of his or her scores on Tests 1 and 3. The chance to generate a missed tests score from your remaining tests is only available once; if you miss two tests, you will receive a zero for the second missed test and that zero will be included in the calculation of your first missed test score. There will be no exceptions to this policy.

c) **Optional Final Exam:** If you would like to increase your grade or have missed a test without documentation, you have the option to write the final exam. The final exam will replace your lowest test grade. If your final exam grade is lower than your test grades, it will not replace any of your marks. The optional final exam will be cumulative, covering all the text, lecture, and readings from the course. It will only include multiple-choice questions. Please note that the optional final exam score will NOT be used to generate an alternative test score – it will replace the lowest missed test score but the alternative test score would remain unchanged.
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<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Thursday</td>
<td>Sept 6</td>
<td>Introduction to Interpersonal Relationships</td>
<td>Chapter 1</td>
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<tr>
<td>Monday</td>
<td>Sept 10</td>
<td>Attraction &amp; First Impressions I</td>
<td>Chapter 3</td>
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<tr>
<td>Thursday</td>
<td>Sept 13</td>
<td>Attraction &amp; First Impressions II</td>
<td>Journal Article A</td>
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<td>Monday</td>
<td>Sept 17</td>
<td>Social Cognition</td>
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<tr>
<td>Thursday</td>
<td>Sept 20</td>
<td>Attachment Theory</td>
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<td>Monday</td>
<td>Sept 24</td>
<td>Video (will be on test, no alternate dates)</td>
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<td>Thursday</td>
<td>Sept 27</td>
<td>Coping with Insecurity</td>
<td>Journal Article B</td>
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<td>Monday</td>
<td>Oct 1</td>
<td>TEST 1</td>
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<td>Thursday</td>
<td>Oct 4</td>
<td>Class Cancelled</td>
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<td>Monday</td>
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<td>Class Cancelled, Thanksgiving</td>
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<td>Thursday</td>
<td>Oct 11</td>
<td>Love &amp; Intimacy</td>
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<td>Monday</td>
<td>Oct 15</td>
<td>Social Exchange</td>
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<td>Thursday</td>
<td>Oct 18</td>
<td>Interdependence &amp; Commitment</td>
<td>Chapter 6</td>
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<td>Monday</td>
<td>Oct 22</td>
<td>Video (will be on test, no alternate dates)</td>
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<td>Thursday</td>
<td>Oct 25</td>
<td>Communication</td>
<td>Chapter 5 &amp; Chapter 11</td>
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<td>Monday</td>
<td>Oct 29</td>
<td>Sexuality</td>
<td>Chapter 9</td>
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<td>Thursday</td>
<td>Nov 1</td>
<td>Singlehood</td>
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<td>Monday</td>
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<td>Jealousy, Deception, &amp; Betrayal</td>
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<td>Thursday</td>
<td>Nov 8</td>
<td>TEST 2</td>
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<td>Nov 12</td>
<td>Class Cancelled, Reading Break</td>
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<td>Thursday</td>
<td>Nov 15</td>
<td>Power &amp; Violence</td>
<td>Chapter 12</td>
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<td>Monday</td>
<td>Nov 19</td>
<td>Relationship Dissolution &amp; Loss I</td>
<td>Chapter 13</td>
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<td>Monday</td>
<td>Nov 26</td>
<td>Relationship Maintenance</td>
<td>Chapter 14</td>
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<td>Thursday</td>
<td>Nov 29</td>
<td>Video (will be on test, no alternate dates)</td>
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<td>Monday</td>
<td>Dec 3</td>
<td>TEST 3</td>
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<td>Exam Period</td>
<td>Dec 7</td>
<td>APPLICATION PAPER DUE</td>
<td>(Submit via the CourseSpaces Drop Box)</td>
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<tr>
<td>Exam Period</td>
<td>TBA</td>
<td>OPTIONAL FINAL EXAM</td>
<td>Cumulative</td>
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One of the goals of this class is to teach you skills for applying psychological research to specific social situations; this assignment focuses on these skills in particular. The assignment will require you to critically analyze one or more of the relationships depicted in a documentary that we will watch in class. Your analysis should use a relationship science and social psychological perspective. If you need any help with your paper, do not hesitate to come see me.

- **How do I analyze the relationships?** To succeed, try to think like a social psychologist, marshalling evidence to support your claims and deducing hypotheses about what might be happening from theories in the course. The focus should be on untangling the complexities of the relationship(s) in the movie using concepts from the lecture or text, not your own ideas (great as they may be). Ask yourself about the details of the social situation being depicted in the movie, and how those details relate to what you’ve learned in this course. You may wish to consider the following questions in your analysis: Based on social psychological theory, what events might have caused the relationship events depicted in the movie? What events might follow the events depicted in the movie? What could have been done to avert/change the outcomes depicted in the movie? What might be the psychological repercussions of the events depicted in the movie for the event participants? Do not limit yourself to these questions, I offer them as food for thought.

- **How much detail should I use to describe the theories?** It isn’t necessary to explain class material in detail. However, you should be persuasive about why a theory applies in this instance and what its implications are in these circumstances. Show us that you understand the theories and findings by the way you use them in the assignment, not by describing them extensively.

- **Can I start working on it now? What material is relevant?** We will watch the movie on March 14th and you can begin working on your paper then. All materials from class, including your own independent readings, will be relevant to this assignment.

### Additional Requirements

- This paper is to be three pages (double-spaced, standard Times New Roman 12pt font, ¾ inch margins). This page limit does not include title page or references. Papers that go past the page limit will receive a zero.

- The assignment is due Friday December 7th at Noon: Please submit the assignment by noon in the drop box on CourseSpaces. Papers will not be accepted by email or in hard copy. No late assignments will be accepted. At 12:00pm (noon) on the due date the drop box on CourseSpaces will close. Any assignments not yet submitted will receive a mark of zero. There will be no exceptions to this policy, except for students who obtain written, verifiable evidence of medical problems or other extreme circumstances, and who inform me of these issues in advance. Emergency situations do of course happen, and we will handle each of these on a case-by-case basis.

- Be sure to follow APA style when citing materials to support your arguments and when preparing your reference list. You can find an excellent online tutorial concerning APA style here: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/) . I will also post an APA style guide on CourseSpaces.
Experiential learning is considered an integral part of the undergraduate program in Psychology. Participation in research is one example of this. A number of undergraduate courses have been expanded to include opportunities for Psychology students to volunteer as research participants enabling them to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience.

Because experiential learning is highly valued in the Department of Psychology and is part of this course, student participants may earn up to 5% in PSYC 375 by participating in Psychology studies conducted by students and faculty in the Department of Psychology. Each 30 minutes of participation will earn 1 SONA participation credit, and two SONA participation credits are required to earn a 1% contribution towards your grade in PSYC 375. Thus, to earn their full 5% for Research Participation in PSYC 375, students need to earn ten (10) SONA participation credits. Researchers will record students’ participation and will advise the course instructor of the total SONA credits earned by each student at the end of the term. Students who do not wish to participate in research may choose an alternative approach to completing this assignment; this is explained below in “Alternative to participating in research”.

Please note that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which she/he participated.

How do I sign up?
For details on participating in research studies, go to the Department of Psychology web site (web.uvic.ca/psyc), click on the Research link near the top of the page, then click on the Participant Pool link at the left of the new page to see instructions for participating in the system. You must be sure to assign your credits to this course (and this section of the course) no later than the last day of class, otherwise you will not receive extra credit in this course.
When should I sign up?
Right away, the sooner the better!!! You should try to spread your participation out over the term, if you wait until the last possible day then there may not be studies available to you. The last day to participate for credit is the last day of term, December 3.

Where can I get more information, instructions, help with login problems etc?
Research Participation Coordinator: p100res@uvic.ca
SONA system website: http://uvic.sona-systems.com

Alternative to participating in research

Students are not required to participate in research, and not all students wish to do so. As an alternative to participation in research, students may submit short summaries (1 page double spaced, 12 pt. times New Roman font, ¾ inch margins) of journal articles from approved journals (see list below). Each article review counts as one percentage point and will be marked on a pass/fail basis. To receive credit, you must follow specific guidelines. The review must:

- Be submitted on CourseSpaces by noon on Nov 23. Late submissions will not be accepted under any circumstances. E-mail submission will not be accepted
- Be typed using 12 point font, Times New Roman, double spaced, ¾ inch margins, no longer or much shorter than one page.
- Be on articles from the following journals: Personality and Social Psychology Bulletin, Social Psychological and Personality Science, or Personal Relationships.
- Fully identify the title, author(s), source and date of the article. A PDF copy of the article must be submitted in the drop box along with your review. No links to online articles! Students who do not submit a PDF copy of their article along with their summary will receive a mark of zero.
- Summarize the hypotheses of the research, as well as the methods used to test the hypotheses. Identify the independent and dependent variables. Identify the psychological concepts in the article and indicate the pages in our textbook that discuss the concepts. Finally, critically evaluate the results of the study. Do you agree with their findings? Why or why not? Provide evidence from the text or lecture to support your conclusions.
- Keep a copy of your review in the unlikely event we misplace the original.

Students may complete any combination of a) participation in research or b) article reviews up to a total of 5% credit.
BE WELL

A note to remind you to take care of yourself. Do your best to support your health this semester by eating regularly, moving your body in ways that make you feel energized and refreshed, getting enough sleep, and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:
Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.  
https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php

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

Health Services:
University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.  
www.uvic.ca/services/health/

Centre for Accessible Learning:
The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:
The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.  
www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:
Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/
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 pages 313-317 of the UVic Calendar September 2018.

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 (See UVic Calendar, September 2018, p. 48-50)

- 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://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html#](https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html#), p. 45-47, UVic Calendar September 2018). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else’s. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

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

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 46 in September 2018).

**The definitive source** for information on Academic Integrity is the University Calendar (p. 45-47 in September 2018) ([https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html#](https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html#))

**Other useful resources on Plagiarism and Cheating include:**

1. The Study Solutions Office: [https://www.uvic.ca/services/counselling/success/study/index.php](https://www.uvic.ca/services/counselling/success/study/index.php)
2. The Ombudsperson’s office: [https://uvicombudsperson.ca/tips/plagiarism/](https://uvicombudsperson.ca/tips/plagiarism/)