

Course outline Psych 435C Adolescence
CRN 31340
Mon, Tue, Wed, Thu, Fri: 1030 - 1220

Location: Clearihue Building **CLE A118**

Instructor: Dr. Bonnie Leadbeater

Office: A241 Cornett Building, Psychology Depart (721-7523) **E Mail:** bleadbea@uvic.ca

Course objectives:

1. This advanced lifespan course that focuses on expanding your understanding of current topics in normal adolescent development and of the promotion of health and prevention of problems in this period of development. The course assumes you have previous courses in adolescent development.

2. You will also learn to critically read empirical research and how to apply it to prevention and intervention strategies.

3. You will learn about mentoring youth and facilitating youth engagement and action projects

Final paper is due

JUNE 27.

Grades will be based on: Article reviews (20%), 2 class presentations (20%+20% =40%), a final paper (30%)
CLASS PARTICIPATION (10%)

Grading follows the university grading policy for undergraduate grades See <http://web.uvic.ca/calendar2015-09/FACS/UnIn/UARe/Grad.html>

**VERY SPECIFIC GUIDELINES ARE PROVIDED FOR EACH ASSIGNMENT
AT THE END OF THIS CLASS OUTLINE**

ASSIGNMENTS

Reviews of ANY **FIVE OF THE NINE STARRED** class reading 20% (worth 4 points each).

NB: THIS IS due ON the CLASS DAY WHEN THE READING IS INDICATED

Class presentations:

ASSIGNMENT #2. Advice for parents project (20%). Due for Class presentation

ASSIGNMENT #3. Social Action project (20%) Due for Class Presentation

ASSIGNMENT #4. FINAL PAPER IS DUE MONDAY JUNE 27 (30%) **Each student is required to submit a summary of your project for approval.** The paper will provide the research foundation for the topic of your social action project! Summarize the important research literature since the year 2005 that informs your project (include at least one reading from the course and 6 article from the research literature). What are the implications of this work for supporting adolescent well-being. Maximum length should be 5 pages, typed and double-spaced, Not counting references or FIGURES. **Use APA style PLEASE!**

BONUS POINTS (5) THE WITS PROGRAMS (WWW.WITSPROGRAM.CA) and take the community leaders' or educators' online training For 5 BONUS POINTS

CLASS PARTICIPATION (10%) Class participation is mandatory. Please email me if you will be absent for any reason.

ALL READINGS FROM RESEARCH ARTICLES ARE AVAILABLE through the UVIC Library GATEWAY ON Psych INFO

HOW TO FIND THE HANDBOOK Readings from these volumes (titles) are in blue in class outline

Lerner, R. M., & Steinberg, L. (2009). *Handbook of adolescent psychology, Vol 1: Individual bases of adolescent development (3rd ed.)*. Hoboken, NJ, US: John Wiley & Sons Inc.

Lerner, R. M., & Steinberg, L. (2009). *Handbook of adolescent psychology, Vol 2: Contextual influences on adolescent development (3rd ed.)*. Hoboken, NJ, US: John Wiley & Sons Inc.

Yes! The volumes are available online. Go to the Libraries website at <http://library.uvic.ca> and click on “Books & More” on the top menu. Search for “Handbook of Adolescent Psychology” in “Title begins with”. When the catalogue entries come up, click on the one with “*electronic resource*” in the title. Then click on the Web Link... Now you will be on the ebook homepage in the Wiley Online Library and you can “Find Articles” on the left-hand menu. You can also “register” for “My Profile” in order to save this book to your personal Wiley profile.

COURSE OUTLINE

JUNE 2nd IS A SELF-STUDY DAY to get you going (No formal class)

Use this time to READ the Course Outline COMPLETE READINGS for JUNE 3rd from the HANDBOOK and COMPLETE YOUR DRAFT OF ASSIGNMENT #1 (we will discuss these in class JUNE 3rd)

[The scientific study of adolescent development: Historical and contemporary perspectives](#) Richard M. Lerner and Laurence Steinberg / 3-14

[A shared commitment to youth: The integration of theory, research, practice, and policy](#) Aida B. Balsano, Christina Theokas and Deborah L. Bobek / 623-650v

USE GUIDELINES FOR ASSSIGNMENT HANDOUT to review **ONE** of the following papers
DRAFT DUE JUNE 3rd (REVISION is DUE JUNE 6th – YEAH - this counts as one of your 5 reviews!)

1. Leadbeater, B. J., & Homel, J. (2005). Irritable and defiant sub-dimensions of ODD: Their stability and prediction of internalizing symptoms and conduct problems from adolescence to young adulthood. *Journal Of Abnormal Child Psychology*, 43(3), 407-421. doi:10.1007/s10802-014-9908-3
2. Leadbeater, B. J., Thompson, K., & Sukhawathanakul, P. (2014). It gets better or does it? Peer victimization and internalizing problems in the transition to young adulthood. *Development And Psychopathology*, 26(3), 675-688. doi:10.1017/S0954579414000315
3. Leadbeater, B., Thompson, K., & Gruppuso, V. (2012). Co-occurring trajectories of symptoms of anxiety, depression, and oppositional defiance from adolescence to young adulthood. *Journal Of Clinical Child And Adolescent Psychology*, 41(6), 719-730.
4. Thompson, R. Y., & Leadbeater, B. J. (2013). Peer victimization and internalizing symptoms from adolescence into young adulthood: Building strength through emotional support. *Journal Of Research On Adolescence*, 23(2), 290-303. doi:10.1111/j.1532-7795.2012.00827.x
5. Thompson, K., Homel, J., & Leadbeater, B. (2015). The relationship of higher education to substance use trajectories: Variations as a function of timing of enrollment. *Journal Of Studies On Alcohol And Drugs*, 76(1), 95-105. doi:10.15288/jsad.76.1.95
6. Homel, J., Thompson, K., & Leadbeater, B. (2014). Trajectories of marijuana use in youth ages 15–25: Implications for postsecondary education experiences. *Journal Of Studies On Alcohol And Drugs*, 75(4), 674-683.
7. Thompson, K., Stockwell, T., Leadbeater, B., & Homel, J. (2014). Association among different measures of alcohol use across adolescence and emerging adulthood. *Addiction*, 109(6), 894-903. doi:10.1111/add.12499
8. Thompson, R. Y., & Leadbeater, B. J. (2013). Peer victimization and internalizing symptoms from adolescence into young adulthood: Building strength through emotional support. *Journal of Research On Adolescence*, 23(2), 290-303. doi:10.1111/j.1532-7795.2012.00827.x

9. Thompson, K., Stockwell, T., Leadbeater, B., & Homel, J. (2015). The effect of types of postsecondary education on drinking: Does age of enrollment matter?. *Emerging Adulthood*, 3(3), 154-165. doi:10.1177/2167696814561999

JUNE 3 – FIRST CLASS – WORKSHOP in critically reading empirical articles & reviewing assignments

JUNE 6 - HISTORY AND INTRODUCTION (Review of YOUR Assignments)

JUNE 7– Adolescent Puberty and Sex Education

[Adolescent sexuality](#) Lisa M. Diamond and Ritch C. Savin-Williams / 479-523

Tolman, D. L., & McClelland, S. I. (2011). Normative sexuality development in adolescence: A decade in review, 2000–2009. *Journal Of Research On Adolescence*, 21(1), 242-255. doi:10.1111/j.1532-7795.2010.00726.x

Fine, M., & McClelland, S. I. (2006). Sexuality Education and Desire: Still Missing after All These Years. *Harvard Educational Review*, 76(3), 297-338. doi:10.1007/s11199-014-0397-1

*Pritchard, M., & Cramblitt, B. (2014). Media influence on drive for thinness and drive for muscularity. *Sex Roles*, 71(5-8), 208-218.

JUNE 8 Peer & Romantic relationships: What IS a healthy relationship?

[Romantic relationships in adolescence](#) Jennifer A. Connolly and Caroline McIsaac / 104-151

*Baams, L., Bos, H. W., & Jonas, K. J. (2014). How a romantic relationship can protect same-sex attracted youth and young adults from the impact of expected rejection. *Journal Of Adolescence*, 37(8), 1293-1302. doi:10.1016/j.adolescence.2014.09.006

Debnam, K. J., Howard, D. E., & Garza, M. A. (2014). “if you don’t have honesty in a relationship, then there is no relationship”: African American girls’ characterization of healthy dating relationships, a qualitative study. *The Journal Of Primary Prevention*, doi:10.1007/s10935-014-0362-3

JUNE 9th IN CLASS preparation for PARENT MONITORING CLASS PRESENTATIONS

JUNE 10 Relationships with Parents: SEE ASSIGNMENT 2 Parent Monitoring in Adolescents: In class: **Class Presentations!**

READ: Peterson, G. W., & Bush, K. R. (2015). Families and adolescent development. In T. P. Gullotta, R. W. Plant, M. A. Evans, T. P. Gullotta, R. W. Plant, M. A. Evans (Eds.), *Handbook of adolescent behavioral problems: Evidence-based approaches to prevention and treatment (2nd ed.)* (pp. 45-69). New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4899-7497-6_4

JUNE 13 Brain Development

Luciana, M. (2013). Adolescent brain development in normality and psychopathology. *Development And Psychopathology*, 25(4, Pt 2), 1325-1345. doi:10.1017/S095457941300064

Spear, L. P. (2013). Adolescent neurodevelopment. *Journal Of Adolescent Health*, 52(2, Suppl 2), S7-S13. doi:10.1016/j.jadohealth.2012.05.006

*Hoch, E., Bonnet, U., Thomasius, R., Ganzer, F., Havemann-Reinecke, U., & Preuss, U. W. (2015). Risks associated with the non-medicinal use of cannabis. *Deutsches Ärzteblatt International*, 112(16), 271-278

JUNE 14 Cognitive development

Defoe, I. N., Dubas, J. S., Figner, B., & van Aken, M. G. (2015). A meta-analysis on age differences in risky decision making: Adolescents versus children and adults. *Psychological Bulletin*, 141(1), 48-84. doi:10.1037/a0038088

*Kuhn, D., Zillmer, N., Crowell, A., & Zavala, J. (2013). Developing norms of argumentation: Metacognitive, epistemological, and social dimensions of developing argumentative competence. *Cognition And Instruction*, 31(4), 456-496. doi:10.1080/07370008.2013.830618

JUNE 15 Physical Health (Diet, Activity and Sleep) in Adolescence

*Gregory, A. M., & Sadeh, A. (2012). Sleep, emotional and behavioral difficulties in children and adolescents. *Sleep Medicine Reviews*, 16(2), 129-136. doi:10.1016/j.smrv.2011.03.007

Biddle, S. H., Braithwaite, R., & Pearson, N. (2014). The effectiveness of interventions to increase physical activity among young girls: A meta-analysis. *Preventive Medicine: An International Journal Devoted To Practice And Theory*, 62119-131. doi:10.1016/j.ypmed.2014.02.009

Dewald, J. F., Meijer, A. M., Oort, F. J., Kerkhof, G. A., & Bögels, S. M. (2010). The influence of sleep quality, sleep duration and sleepiness on school performance in children and adolescents: A meta-analytic review. *Sleep Medicine Reviews*, 14(3), 179-189. doi:10.1016/j.smrv.2009.10.004

June 16 Mentoring & Community (Start up for social action projects)

Mentoring in adolescence Jean E. Rhodes and Sarah R. Lowe / 152-190

*Henneberger, A. K., Deutsch, N. L., Lawrence, E. C., & Sovik-Johnston, A. (2013). The Young Women Leaders Program: A mentoring program targeted toward adolescent girls. *School Mental Health*, 5(3), 132-143. doi:10.1007/s12310-012-9093-x

Reitz-Krueger, C. L., Nagel, A. G., Guarnera, L. A., & Reppucci, N. D. (2015). *Community influence* on adolescent development. In T. P. Gullotta, R. W. Plant, M. A. Evans, T. P. Gullotta, R. W. Plant, M. A. Evans (Eds.), *Handbook of adolescent behavioral problems: Evidence-based approaches to prevention and treatment* (2nd ed.) (pp. 71-84). New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4899-7497-6_5

JUNE 17 Culture Embedding of Adolescence

Ethnicity and immigration Andrew J. Fuligni, Diane L. Hughes and Niobe Way / 527-569

*Way, N., Hernández, M. G., Rogers, L. O., & Hughes, D. L. (2013). 'I'm not going to become no rapper': Stereotypes as a context of ethnic and racial identity development. *Journal Of Adolescent Research*, 28(4), 407-430.

Way, N., Cressen, J., Bodian, S., Preston, J., Nelson, J., & Hughes, D. (2014). 'It might be nice to be a girl... Then you wouldn't have to be emotionless': Boys' resistance to norms of masculinity during adolescence. *Psychology Of Men & Masculinity*, 15(3), 241-252. doi:10.1037/a0037262

JUNE 20 Implications of Adolescence Research for Prevention and Early intervention

*Yeager, D. S., Fong, C. J., Lee, H. Y., & Espelage, D. L. (2015). Declines in efficacy of anti-bullying programs among older adolescents: Theory and a three-level meta-analysis. *Journal Of Applied Developmental Psychology*, 3736-51. doi:10.1016/j.appdev.2014.11.005

Tanner-Smith, E. E., Steinka-Fry, K. T., Hennessy, E. A., Lipsey, M. W., & Winters, K. C. (2015). Can brief alcohol interventions for youth also address concurrent illicit drug use? Results from a meta-analysis. *Journal Of Youth And Adolescence*, 44(5), 1011-1023. doi:10.1007/s10964-015-0252-x

Cairns, K. E., Yap, M. H., Pilkington, P. D., & Jorm, A. F. (2014). Risk and protective factors for depression that adolescents can modify: A systematic review and meta-analysis of longitudinal studies. *Journal of Affective Disorders*, 16961-75. doi:10.1016/j.jad.2014.08.006

Review THE WITS PROGRAMS (WWW.WITSPROGRAM.CA) AND take the community leaders' OR educators' online training For 5 BONUS POINTS

JUNE 21 HEALTHY YOUTH INDICATORS SOCIAL ACTION PROJECT & *IN CLASS PREPARTION* FOR SOCIAL ACTION PROJECTS PRESENTATIONS

JUNE 22 & 23 *ASSIGNMENT #3 IN CLASS Social Action Project Presentations 45% minutes each*

LAST CLASS JUNE 24th Reflections & Summary of Take home messages – DISCUSSION OF FINAL PAPER TOPICS AND FINDINGS FINAL PAPER JUNE 27.

GUIDELINES FOR ASSIGNMENTS

ASSIGNMENT #1 REVIEWS OF EMPIRICAL PAPERS

ANSWER EACH Questions for REVIEW PAPER (TWO page single spaced – 12 point font)

1. What was the main research question or issue in the article? Why should we care? (What rationale do they give for doing the study?)
2. What did the researchers find? How did they do this? How were the main variables operationalized?
3. How does this relate to theories of children or adolescents' development?
4. What do you think is the most important message in the article?
5. Why do you think that? Base your answer on developmental theories or empirical evidence you have learned about in previous classes, in this course or in others you have taken. You can illustrate with personal experiences but don't leave it at that.
6. What social or intervention issue does it relate to? (e.g. peer pressure, day care, etc.) How?
7. What questions remain for research or for understanding this issue better? (Give two)

ASSIGNMENT #2 Parent Monitoring in Adolescents: In class: Presentations!

1. Pick a concern (e.g. puberty, sexuality, healthy romantic relationships, peer influences, alcohol use, new drivers, sexting, ...)
2. Find what is out there to help parents. (e. g. **what evidence-based programs exists**, good websites, videos?). Describe at least 3 different types of approaches: Find at least one Prevention approach that has been evaluated! (30%) 2 PAGES
3. **PROGRAMS:** What is the "research evidence" for evidence-based prevention approach(es)? (How do they know it works?) Have they been formally evaluated? Give the findings and references. What were the findings? (30%) 1- 2 PAGES
4. **WEBSITES AND VIDEOS:** Compare the content to the available research literature. What is consistent (give references)? What are the gaps? What would you change? (20%) 1 PAGE
5. Monitoring adolescence relies on their willingness to communicate. Give five "openers" for introducing your topic to your hypothetical adolescent child or patient (give their age and sex). *Remember you want them to talk!* You can include a factoid but the idea is to elicit conversation not to deliver a lecture. (10%) 1 PAGE
6. Presentation to class October 16th (10%) 20 MINUTES MAX

Sample references (fyi)

Guilamo-Ramos, V., Lee, J. J., Kantor, L. M., Levine, D. S., Baum, S., & Johnsen, J. (2015). Potential for using online and mobile education with parents and adolescents to impact sexual and reproductive health. *Prevention Science*, 16(1), 53-60. doi:10.1007/s11121-014-0469-z

Mason, M., Ola, B., Zaharakis, N., & Zhang, J. (2015). Text messaging interventions for adolescent and young adult substance use: A meta-analysis. *Prevention Science*, 16(2), 181-188. doi:10.1007/s11121-014-0498-7

Leadbeater, B. J., Foran, K., & Grove-White, A. (2008). How much can you drink before driving? The influence of riding with impaired adults and peers on the driving behaviors of urban and rural youth. *Addiction*, 103(4), 629-637. doi:10.1111/j.1360-0443.2008.02139.x

Napper, L. E., Hummer, J. F., Lac, A., & LaBrie, J. W. (2014). What are other parents saying? Perceived parental communication norms and the relationship between alcohol-specific parental communication and college student drinking. *Psychology Of Addictive Behaviors*, 28(1), 31-41. doi:10.1037/a0034496

Napper, L. E., Hummer, J. F., Chithambo, T. P., & LaBrie, J. W. (2015). Perceived parent and peer marijuana norms: The moderating effect of parental monitoring during college. *Prevention Science*, 16(3), 364-373. doi:10.1007/s11121-014-0493-z

Yao, C. A., & Rhodes, R. E. (2015). Parental correlates in child and adolescent physical activity: A meta-analysis. *The International Journal of Behavioral Nutrition And Physical Activity*, 12 doi:10.1186/s12966-015-0163-y

ASSIGNMENT: SOCIAL ACTION PROJECT FOR CLASS PRESENTATION: (20% of grade)

1. Pick a topic that concerns first year university or high school students (e.g. health, academic or social concern).
2. Create a video, pamphlet, posters, OR internet information.
3. Presentations of social action project presentations are to be 15minutes in length.
4. It should be designed to promote class discussion for at least 5 minutes of class time.

Criteria for evaluation of social action project

- a. **CLARITY/COHERENCE (4):** (Did you understand most of the presentation? What could be clearer? Were the group members well-coordinated?) What were the major points?
- b. **CREATIVITY (4):** What was the best part? What did we learn that we didn't know?
- c. **IMPORTANT QUESTIONS/ISSUES (4):** What questions/issues are raised or addressed
- d. **WHAT ARE YOUR RECOMMENDATIONS FOR ACTION (4)**
- e. **DISCUSSION (4)** (Response of classes. What interests and concerns are raised addressed? What questions or comments are made?)

ASSIGNMENT: FINAL PAPER HAVE YOUR TOPIC APPROVED

Tips for improving your grade for the final paper for 453C:

- 5 pages double spaced 12 POINT FONT,
 - DO NOT ADD LINES BETWEEN SPACES BETWEEN PARAGRAPHS,
 - ¾ INCH MARGINS
 - *Turn on the grammar check* – this is a fourth year class and you should be getting this right.
FIVE MARKS CAN BE LOST FOR GRAMMAR
 - Include a reference(s) to readings in the class syllabus.
 - Show how some topic discussed in class relates to your paper and to your choice of articles to further review.
 - Organize your paper clearly:
 - Use **headings** for the sections e.g.
1. **Introduction:** Include your plan/idea for the paper and thesis

SPECIFIC INSTRUCTIONS FOR FINAL PAPER

Review 5 or more recent research articles (published since 2009) – review articles in one paragraph each (2 and 1/2 pages). This should be informed by what you learned from the previous daily assignments just less detail. (But be clear about the population/age groups studied and what the findings are. Also summarize your **OVERALL conclusions** that you want to make from these articles so I know how this relates to your social action project. THEN **GIVE YOUR OWN ideas about the topic (1 page) and say how this research applies, informs or connects** to your social action project (**1 and ½ pages**)

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Summer 2016

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 378-382 of the UVic Calendar 2015-2016.

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, 2015-16, p. 59)

- ***What to do if you miss the final exam scheduled on the last day of classes***

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 on the last day of classes***

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. 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 (<http://web.uvic.ca/calendar2016-01/undergrad/info/regulations/academic-integrity.html> , p. 54-57, UVic Calendar 2015-16). 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. **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.
3. **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.
4. **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.
5. **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. 54-57 in 2015-2016).

The definitive source for information on Academic Integrity is the University Calendar (p. 54-57 in 2015-2016) (<http://web.uvic.ca/calendar2016-01/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>
2. The Ombudsperson's office: <http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf>
3. The English Department: <http://web.uvic.ca/wguide/Pages/CitPlagiarism.html>