

	<b>THE UNIVERSITY OF BRITISH COLUMBIA</b> <b>School of Social Work</b> <b>Course Outline – SOWK 441 – Social Context of Child Development</b> <b>3 Credits</b>
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The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam) people.

**School Vision:** Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

**BSW Mission Statement:** The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

<b>Year/Term</b>	Fall 2020, Term 1, September 9 - December 3, 2020
<b>Course Title</b>	SOWK 441 – Social Context of Child Development
<b>Credit Value</b>	3
<b>Course Schedule</b>	Wednesday, 1:00pm – 4:00pm
<b>Course Location</b>	Online

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>e-mail address</b>
Jennifer Ma			<a href="mailto:jenn.ma@ubc.ca">jenn.ma@ubc.ca</a>
<b>Office hours</b>	By appointment		

## **PREREQUISITE and/or COREQUISITE**

There are no prerequisites for this course.

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## **COURSE DESCRIPTION**

This course will assist students in preparing to understand the ways in which the familial, physical, and social environment effects the life structures, opportunities and outcomes of epigenetic developmental processes. Equivalency: FMST 441.

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## **COURSE STRUCTURE AND LEARNING ACTIVITIES**

In this course, we will focus on social contexts and their relationship to child and adolescent development. The overall objective is to provide a critical and transgenerational understanding of the interdependent relationships between: 1) children and youth; 2) family and social networks; 3) historical, cultural, social, economic, political, and environmental contexts (local and global) 4) Indigeneity/racial/ethnic/cultural identity; and, 5) physical, cognitive, spiritual, and emotional developmental processes over time.

We will begin by discussing critical approaches to child development, various theories on the social context of child development, the relationship between colonialism/racism and child development, and individual and community well-being. We will then move into the study of the effects of social context on developmental trajectories and processes, discussing the interactions between human agency, interconnectedness, structural issues, and vulnerabilities and resilience across the lifecycle and spanning generations. Overall, this course incorporates a combination of synchronous and asynchronous lectures, small and large group discussions, experiential learning activities, and engagement with media and creative processes.

Respectful dialogue is expected for achieving a relational and transformative learning environment. Student participation is expected and it is important to complete readings prior to class so that we are able to go deeper on concepts discussed in the materials. This course seeks to cultivate a relational and liberatory pedagogical environment, and the development of critical and compassionate consciousness regarding knowledge production and learning to challenge the status quo and prevent inequitable relations from being reinforced and reproduced. During discussions and assignments, students are encouraged to engage in critical reflexivity by reflecting on their identities and the intersectional layers of their positionality, which includes Indigeneity, racial or ethnic identity, gender identity, sexual orientation, social economic status, age, ability, religion, etc. Students are also encouraged to participate by sharing their ideas, resources, and lived experiences. Students are expected to approach the learning process through reflection, theory, and action, bridging academia and lived realities, so that the insights produced in the classroom can inform critical and reflexive social work practices in the community.

### **Names and gender pronouns**

I will address folx by the name and/or gender pronoun(s) you use for yourself. Please advise me of this and/or make changes on Canvas if possible, as I have been only provided with a list of legal names.

<https://students.ubc.ca/campus-life/diversity-campus/trans-gender-diversity>

If you need support around this, Trans and Gender Diversity at UBC can provide advocacy in ensuring that all of your instructors are using the name/pronouns that you use.

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## LEARNING OUTCOMES

The overriding goals of the course are:

- To understand child development in cultural, social, political, and economic contexts;
- To understand perspectives and assumptions underlying various theories and research;
- To approach child development from critical, anti-colonial, and anti-racist perspectives;
- To apply insights from the classroom to the process of practice and research with children, their families, and their communities;
- To develop the skills necessary to identify and document epigenetic developmental processes.

Beyond content learning goals, this course aims to develop specific skills that will extend beyond the context of social work. By the end of the course, you will have:

- Further developed critical thinking skills by learning to carefully consider theories and research;
  - Deepened critical reflexivity skills and anti-racist ways of being;
  - An understanding of the impact of colonization and globalization on well-being;
  - Increased awareness about the links between child development and contemporary issues such as poverty, systemic discrimination, the pandemic, climate change, and forced displacement;
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## REQUIRED TEXTBOOK(S) AND LEARNING MATERIALS

There is a required textbook for this course, which is available electronically through the library:

Misca, G. & Unwin, P. (2019). *Child and adolescent psychology for social work and allied professions: Applied perspectives*. Red Globe Press.

The readings for each class are listed with the course schedule and are also available electronically through the library. Learning materials are available on Canvas. All information for this course will be provided on the Online Modules and via external links to videos, films, and additional reading provided within the Online Modules as you move through the course.

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## ASSESSMENT OF LEARNING

Reflection 1 (15%), due October 14

Reflection 2 (15%), due October 28

Reflection 3 (15%), due November 11

Reflection 4 (15%), due December 3

Presentation (10%), November 25 or December 3

Final project (30%), due December 3

Course work will be assessed based on content, critical thinking, structure/formatting and clarity of

presentation. Creativity, the incorporation of critical social work values and the advancement of multiple perspectives is expected. Details on course assignments and assessment are described in detail below.

**COURSE SCHEDULE:**

<b>SESSION 1:</b>	September 9
<b>TOPIC:</b>	Introduction
<b>READING:</b>	N/A

<b>SESSION 2:</b>	September 16
<b>TOPIC:</b>	A critical understanding of child development
<b>READING:</b>	<p>Ashdown, B.K. &amp; Faherty, A.N. (2020). Introduction: What do we mean when we talk about good parenting? In B.K. Ashdown &amp; A.N. Faherty (Eds.), <i>Parents and caregivers across cultures: Positive development from infancy through adulthood</i> (pp. 1-8). Springer.</p> <p>Muir, N. &amp; Bohr, Y. (2019). Contemporary practice of traditional aboriginal child rearing: A review. <i>First Peoples Child &amp; Family Review</i>, 14(1), 153-165.</p> <p>Pon, G., Gosine, K., &amp; Phillips, D. (2011). Immediate response: Addressing anti-native and anti-black racism in child welfare. <i>International Journal of Child, Youth, and Family Studies</i>, 2(3/4), 385-409.</p>

<b>SESSION 3:</b>	September 23
<b>TOPIC:</b>	Social contexts and child development
<b>READING:</b>	<p>Blackstock, C. (2011). The emergence of the breath of life theory. <i>Journal of Social Work Values and Ethics</i>, 8(1).</p> <p>Coller, R.C. &amp; Kuo, A.A. (2015). Social determinants of health. In A.A. Kuo, R.J. Coller, S. Stewart-Brown, &amp; M. Blair (Eds.), <i>Child health: A population perspective</i> (pp. 1-34). Oxford University Press.</p> <p>Kuo, A.A. (2015). Life course health development. In A.A. Kuo, R.J. Coller, S. Stewart-Brown, &amp; M. Blair (Eds.), <i>Child health: A population perspective</i> (pp. 1-23). Oxford University Press.</p>

<b>SESSION 4:</b>	September 30
<b>TOPIC:</b>	Race and child development

<b>READING:</b>	<p>Henry, D.A., Votruba-Drzal, E., &amp; Miller, P. (2019). Child development at the intersection of race and SES: An overview. <i>Advances in Child Development and Behavior</i>, 57, 1-25.</p> <p>Wilhelm A.K., Allen M.L. (2019). Social determinants of health for racially and ethnically diverse adolescents. In L. Barkley, M. Svetaz, &amp; V. Chulani (Eds.), <i>Promoting health equity among racially and ethnically diverse adolescents</i> (pp. 13-28). Springer.</p> <p>Hardeman R.R. &amp; Medina E.M. (2019). Structural racism and critical race theory: Contributions to adolescent health inequities and outcomes. In L. Barkley, M. Svetaz, &amp; V. Chulani (Eds.), <i>Promoting health equity among racially and ethnically diverse adolescents</i> (pp. 55-63). Springer.</p>
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<b>SESSION 5:</b>	October 7
<b>TOPIC:</b>	Individual and community resilience
<b>READING:</b>	<p>Nemeth, D.G. &amp; Olivier, T.W. (2017). Resilience: Defined and explored. In <i>Innovative approaches to individual and community resilience</i> (pp. 1-23). Academic Press.</p> <p>Barnes, A.J. (2016). Childhood stress and resilience. In M.R. Korin (Ed.), <i>Health promotion for children and adolescents</i> (pp. 85-98). Springer.</p> <p>Kirmayer, L.J., Sheiner, E., &amp; Geoffroy, D. (2016). Mental health promotion for Indigenous youth. In M. Hodes &amp; S. Gau (Eds.), <i>Positive mental health, fighting stigma and promoting resiliency for children and adolescents</i> (pp. 111-140). Elsevier.</p>

<b>SESSION 6:</b>	October 14
<b>TOPIC:</b>	Foundations of development: prenatal + postnatal periods
<b>READING:</b>	<p>Moreland-Capuia, A. (2019). The developing brain and trauma. In <i>Training for change</i> (pp. 1-31). Springer.</p> <p>Perera, F. (2017). Pollution from fossil-fuel combustion is the leading environmental threat to global pediatric health and equity: Solutions exist. <i>International Journal of Environmental Research and Public Health</i>, 15(16), 1-17.</p>

<b>SESSION 7:</b>	October 21
<b>TOPIC:</b>	Parent-child interactions during infancy
<b>READING:</b>	<p>Kuchirko, Y.A. &amp; Tamis-LeMonda, C.S. (2019). The cultural context of infant development: Variability, specificity, and universality. <i>Advances in Child Development and Behavior</i>, 57, 27-63.</p>

	Ippen, C.M.G. (2019). Wounds from the past: Integrating historical trauma into a multicultural infant mental health network framework. In C.H.J. Zeanah (Ed.), <i>Handbook of infant mental health, 4<sup>th</sup> edition</i> (pp.134-153). The Guilford Press.
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<b>SESSION 8:</b>	October 28
<b>TOPIC:</b>	Emotional development and attachment
<b>READING:</b>	<p>Tremblay, M. et al., (2013). Aboriginal perspectives on social-emotional competence in early childhood. <i>The International Indigenous Policy Journal, 4</i>(4), 1-19.</p> <p>Textbook – Chapter 2: Misca, G. &amp; Unwin, P. (2019). Emotional development and attachment. In <i>Child and adolescent psychology for social work and allied professions: Applied perspectives</i> (pp. 19-43). Red Globe Press.</p>

<b>SESSION 9:</b>	November 4
<b>TOPIC:</b>	Cognitive development
<b>READING:</b>	<p>Kassam, K.S., Avery, L.M., &amp; Ruelle, M.L., (2016). The cognitive relevance of Indigenous and rural: Why is it critical to survival? <i>Cultural Studies of Rural Science Education, 12</i>, 97-118.</p> <p>Textbook – Chapter 3: Misca, G. &amp; Unwin, P. (2019). Cognitive development. In <i>Child and adolescent psychology for social work and allied professions: Applied perspectives</i> (pp. 44-66). Red Globe Press.</p>

<b>SESSION 10:</b>	November 11
<b>TOPIC:</b>	Spiritual development
<b>READING:</b>	<p>Stonechild, B. (2016). Restoring balance. In <i>The knowledge seeker: Embracing Indigenous spirituality</i> (pp. 181-198). University of Regina Press.</p> <p>Ullrich, J.S. (2019). For the love of our children: An Indigenous connectedness framework. <i>AlterNative, 15</i>(2), 121-130.</p> <p>Boynton, H.M. &amp; Vis, J. (2017). Spirituality. In <i>The Routledge handbook of religion, spirituality and social work</i> (pp. 193-201). Routledge.</p>

<b>SESSION 11:</b>	November 18
<b>TOPIC:</b>	Social development
<b>READING:</b>	Lines, L. & Jardine, C.G. (2019). Connection to the land as a youth-identified social determinant of Indigenous People’s health. <i>BMC Public Health 19</i> , 1-13.

	Textbook – Chapter 4: Misca, G. & Unwin, P. (2019). Social development. In <i>Child and adolescent psychology for social work and allied professions: Applied perspectives</i> (pp. 67-87). Red Globe Press.
	Umaña-Taylor, A.J. et al. (2014). Ethnic and racial identity during adolescence and into young adulthood: An integrated conceptualization. <i>Child Development</i> , 85(1), 21-39.

<b>SESSION 12:</b>	November 25
<b>TOPIC:</b>	Sharing final projects
<b>READING:</b>	N/A

<b>SESSION 13:</b>	December 3
<b>TOPIC:</b>	Sharing final projects
<b>READING:</b>	N/A

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## ASSIGNMENTS

### Reflections

Reflection 1 – the social context of child development (15%), due October 14

Reflection 2 – infancy + parent-child interactions (15%), due October 28

Reflection 3 – emotional + cognitive development (15%), due November 18

Reflection 4 – spiritual + social development (15%), due December 3

The purpose of the reflection piece is to critically reflect on topics being covered in the class. The prompts will be provided two weeks prior to the due date as the topic of each assignment is being discussed in class. In a format of your choice (written paper, voice note, blog post, vlog), please discuss the following:

- 1) A brief introduction of the topic, i.e., the social context of child development,
- 2) Respond to a prompt using materials from the course and beyond (5%),
- 3) Critically reflect on your experiences engaging with the materials (5%), and
- 4) Summarize your reflection and describe how you will apply insights to your work (5%)

### Final project

Presentation of final project (10%), November 25 and December 3

Final project (30%), due December 3

Select a topic regarding a social context that is of interest to you related to the development of children or youth. Think critically about what you would like to know, but do not currently have much knowledge of. Brainstorm questions that are representative of what you would like to know. Choose one or two questions that you will respond to using existing research. The question(s) is the core of your inquiry.

You will select the design of your final project, which will provide you with an opportunity to engage in an in-depth study of a particular social context and its relationship to development within a particular period. You will communicate your ideas to other professionals through your project (in contrast to writing for only an instructor).

Students will identify a particular topic and engage in an in-depth inquiry that includes:

- Summarizing theory and research on a social context and the relationship to a particular aspect of development (please be specific about the developmental epoch),
- Outlining ways of thinking critically about the social context and development in the literature,
- Critically evaluating the research in the selected area of focus, and
- Discussing the implications of this topic for social work practice and future research.

Students will then design and create how they will communicate what they have learned through this process. Some ideas for communicating your knowledge are:

- A typical review paper (about 12-15 pages in length, double spaced not including the reference list). Your paper should inform readers about what is currently known about a particular area of development and social context, while providing a critical foundational knowledge for social work practice involving children or adolescents.
- A knowledge mobilization project (e.g., a video clip like a “TED talk”, workshop, or pamphlet).
- A population health project that aims to protect or enhance children’s health or development within a specific social context.

You will choose the method of communicating your knowledge and understanding of the area with no concern about marks for the creativity of your choice of communication. The criteria for grading are at the end of this document. If you prepare media such as a pamphlet or a presentation or a workshop as part of a knowledge mobilization effort, you will be asked to attach a written summary (including references) that explains your presentation in enough depth to address the criteria for evaluation.

Please identify the area of focus early on in the term and then discuss the topic with the instructor. This inquiry is an opportunity to consolidate information from class on a particular topic or to review an area that was not given a lot of attention in class or class readings.

The way in which you communicate your work is up to you. Presentations will be marked in terms of your:

1. Ability to convey information about a particular area of development within the selected social context (5%),
2. Ability to critically evaluate current research and theory in a particular area (10%),
3. Ability to translate research and theory into social work practice (10%), and
4. Ability to communicate effectively, efficiently and appropriately (5%) (e.g., APA style, referencing, etc.).

### **Submissions format**

All submissions should be double spaced, with left/right margins set at 1.00 inch (2.54 cm) and word processing in no less than 12-point font. Include a title page that features relevant course and student information. All references (not counted in assignment length) are to be presented in proper essay format using APA style.

### **Submitting assignments**

Students must submit assignments at the beginning of the class period. If students have an issue with



submitting assignments on time, they must contact the instructor by e-mail.

### **Late assignments**

Students needing an extension may, at their own discretion and no discussion with the instructor, take up to one additional week. Use of the extension does not impact the grading of the paper. Papers submitted on the final extension date are due at the beginning of the class period. Assignments submitted later than the *beginning* of the class period on the extension date will not be graded.

### **Return of marked assignments**

I will coordinate the return of marked assignments. I will grade papers on-line (with track changes) and will return papers to the student on-line.

### **Academic honest and integrity**

All work submitted in this course must be our own and it must be produced specifically for this course. If you wish to incorporate some of your previous work into a course assignment, you must have prior approval of the instructor. Plagiarism is the representation of another person's ideas or writing as one's own. The most obvious form of this type of dishonesty is the presentation of all or part of another person's published work as something one has written. This includes both direct appropriation (i.e. word for word) and the paraphrasing another's writing without proper acknowledgement, and applies to a wide range of materials found in printed (journals, newspapers, books, magazines, course kits, etc.) and electronic texts (i.e. web sites, e-mails, e-zines and newsletters, etc.). This is not to say that students should not use the work of others, but that there must be proper acknowledgement when doing so. Please note that students are responsible for understanding and abiding by the University's Academic Integrity policies. To learn more, you are strongly encouraged to visit: <https://learningcommons.ubc.ca/academic-integrity/>

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## **SCHOOL/COURSE POLICIES**

### **Attendance**

The attendance policy is in the student handbook on page 11:  
<https://socialwork.ubc.ca/current-students/>.

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student. If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

Other school policies can be accessed through the school of social work student handbook [https://schoolsocialwork.sites.olt.ubc.ca/files/2019/07/Handbook\\_2019-20.pdf](https://schoolsocialwork.sites.olt.ubc.ca/files/2019/07/Handbook_2019-20.pdf)

If students are unable to attend class due to illness or unusual circumstances should contact the instructor upon return to class. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your

instructor know in advance, preferably in the first week of class, if you require an accommodation on these grounds.

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## LEARNING RESOURCES

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (**APA Citation Guide**), writing support, skills for class, skills for life and academic support to assist students in their learning. <https://learningcommons.ubc.ca/>

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## WELLNESS AND ACCESSIBILITY RESOURCES

<https://keeplearning.ubc.ca/>

This resource is designed to help you navigate online learning during COVID times.

<https://campuslightbox.com/>

This clear guide provides information and direct links to all UBC Mental Health Resources.

<https://students.ubc.ca/health/wellness-centre>

Speak with a trained student for support and resources on stress, studying tips, or navigating student life.

<https://students.ubc.ca/about-student-services/centre-for-accessibility>

The Centre for Accessibility provides leadership on issues of accessibility for people with dis/abilities at UBC Vancouver, working in partnership with faculties to foster inclusive learning, living, and working environments for students, faculty, and staff. The Centre provides support and programming initiatives designed to remove barriers for students with dis/abilities and facilitates dis/ability related accommodations for members of the UBC Vancouver community.

Students with health-related, learning, physical, mental health, or sensory dis/abilities who require reasonable accommodations in teaching style or evaluation methods should discuss their concerns and accommodation needs with the course instructor at the beginning of the course (prior to submission of the first assignment). Students do not need to disclose their dis/ability. They are required to disclose information only as it pertains to the need for accommodation and any barriers or limitations.

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## UNIVERSITY POLICIES

**Support:** UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available at

<https://senate.ubc.ca/policies-resources-support-student-success>

In May 2013, the UBC School of Social Work Council approved an Equity Action plan aimed at an equitable learning and working environment and creation of accountability measures for monitoring implementation of this plan. A key element in attaining this goal is ensuring that instructors and students are committed to maintaining a classroom environment free of any form of discrimination and racism and that welcomes and respects different worldviews, ways of knowing and social locations.

## LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. No learning analytics are being used in this course.

## COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

## UBC GRADING CRITERIA

UBC GRADING CRITERIA			
Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	73.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.

All written assignments should adhere to the APA Writing Guide, 6th Edition. This includes but is not limited to APA formatting, font, text size, spacing, page numbering and reference citation. It is expected that students have a title page with running head, per APA. An abstract however is not required for any assignment.

Assignments in this course are graded on both content (thoroughness, clarity, completeness, depth, substantiation) and style and organization (grammar, spelling, editing, cohesion, clarity, creativity, APA style). Specifically, assignments should be:

- Relevant and understandable with logical flow and organizational structure
- Smooth and clear with transitions between/among ideas
- Clear and cohesive
- Interesting, independent and creative
- Salient and appropriately use the literature in support of your arguments
- Expressions of your thoughts and beliefs, using your voice

Students are welcome to visit with the instructor/teaching assistant in advance of submission deadline. For assistance with writing, please consider the following resources:

- Writing assistance at UBC <http://learningcommons.ubc.ca/improve-your-writing/>
- Online Writing Lab (OWL) at Purdue <http://owl.english.purdue.edu/owl>

The best resource is the American Psychological Association Publication Manual (6th edition). You can find a copy at the UBC library or you may wish to purchase a copy for yourself.