



PSYC 462 (A01) - CRN 22890 Clinical Interventions, Prevention, and Health Promotion Spring 2023

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Office Hours:	10:15am-11:15am Thursday or Zoom by appointment (link on Brightspace)

Prerequisites: Both PSYC300A, PSYC365 & one of: PSYC332, PSYC338, PSYC336

Class Time: Monday and Thursday –11:30am – 12:50pm, January 9 to April 6, 2023

Classroom: Clearihue Building, Room D125

Required Readings There is no textbook for this course. Required readings will be available as electronic files through the UVic library (i.e., e-journals, e-books) or will be posted on Brightspace. We will read journal articles, popular press reports, program websites, etc. Students are expected to complete assigned readings before class in order to participate in class discussions.

Course Website You will find slides, assignments, and course announcements posted on Brightspace. <https://bright.uvic.ca/d2l/home/230489>

Land Acknowledgement We acknowledge and respect the lək'wəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt, and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

Course Description and Learning Outcomes

Psychologists are often involved in developing, delivering, and evaluating psychological interventions, prevention programs, and public policies to promote mental health and wellbeing. This course will consider issues relevant to these activities, integrating scientific and research considerations with clinical and practical realities. All students will complete a course capstone project, during which you will have an opportunity to identify an important mental health problem, design an intervention to address this problem, and develop a plan to evaluate your intervention. Capstone projects will involve collaborative work, class presentations, and individual written components. This course will emphasize how we can build and implement a science of mental health, examining the impact of the evidence-based movement in psychotherapy and examining issues with research on psychological interventions and prevention programs. This course is **not** designed to teach students how to be therapists or counsellors. Those skills are acquired in the context of extensive, supervised training in graduate school.

After completing this course, you will be able to:

1. Accurately describe the scope of psychological interventions, prevention programs, and public policy that psychologists are often involved in.



2. Through group discussion and discussion assignments, assess strategies that psychologists use to develop, deliver, and evaluation psychological interventions, prevention programs, and public policies to promote mental health and well-being.
3. Using the capstone rubric as a guide, design a capstone project that critically evaluates existing interventions, prevention methods, and health promotion programs of one identified mental health issue.
4. Demonstrate relevant clinical scientist skills through group work, presenting in front of peers, and writing effective and concise written assignments.
5. By attending class prepared, exemplify collaboration and valuing individual perspectives by contributing to discussion and treating others with the utmost respect.

Course Evaluation and Grades

Students who have completed the following elements will be considered to have completed the course:

Weekly Learning Boosters	20%	Weekly learning boosters will require you engage with course material so as to prepare you for class discussion and reinforce critical thinking about course topics. To receive full marks, you need to complete 10 out of 12 weeks (each worth 2%) by Wednesday at 12:00pm during that week. Late submissions will not count toward your mark. You can skip 2 weeks and still receive full marks. Submission is on Brightspace.
Capstone Project		<p>Students will complete a capstone project in pairs. Preparation of the capstone project will consist of three subtasks: Presentation 1, Presentation 2, and the Final Report.</p> <p>1) <u>Presentation 1: Identifying an intervention, prevention, or public policy to ameliorate a mental health problem of your choosing</u>: Students will develop a concrete definition of the nature of the mental health program they have chosen to target, its significance (e.g., what is the impact on individual mental health and well-being, families, communities, healthcare resources?). Students will then identify mechanisms or processes targeted by the intervention, prevention effort, or public policy in order to ameliorate the problem.</p> <p>2) <u>Presentation 2: Evaluate the existing literature regarding the effectiveness of your intervention, prevention, or policy</u>. Students will conduct a literature search for research supporting (or not) the effectiveness of the identified program. Students will describe the nature of the studies, results, as well as any gaps in the literature and suggest ways to improve or enhance research design. In cases where no literature exists, students will develop a research plan to evaluate the effectiveness of the intervention, prevention program, or policy.</p> <p>3) <u>Capstone Final Report</u>: Combine information from Presentation 1, Presentation 2, student feedback/suggestions/questions, and research on how to improve or facilitate dissemination, implementation, and assessment of your selected intervention, prevention program, or public policy.</p>



Presentation 1 and 2	40% (20% each)	In groups of two, you will present a 15-minute in-person presentation addressing the outcomes listed above. You will be paired based on mutual interest if possible. Please see the rubric on Brightspace for detailed information.
Audience Assignment	10% (5% each)	You will submit (2 to 4) questions, reflections, suggestions for all presentations from one day of the three Presentation 1 days as well as one day of the three Presentation 2 days. You must choose a day where you are not presenting.
Capstone Final Report	30%	The final paper will be completed individually and will integrate your presentations, student/instructor feedback, and research into a full report. Papers will be 8-12 double-spaced pages (not including title page and references), and adhere to APA, 7th edition formatting with 1-inch margins and 12-point font. Papers should incorporate a minimum of 10 references, at least 8 of which must not be on the reading list. The due date for the final paper is April 9, 2023, at 11:59 pm. Please see the rubric on Brightspace for detailed information.

Failure to complete one or more of these elements will result in a grade of “N” regardless of the cumulative percentage of all other elements of the course. N is a failing grade and factors into GPA as a value of 0. In accordance with the University’s policy on academic concessions, “A student who completes all course requirements is not eligible for an academic concession”. Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.

Course Schedule

The below schedule should be considered tentative as the pace of the course and content covered each class may vary throughout the semester. All assigned readings are to be completed before the class that they are attached to. Please see Important Dates section for due dates.

Class Dates		Topic	Due Dates
Week 1	Jan 9	Course Introduction and Overview	
	Jan 12	Science and Rigour in Practice	
Week 2:	Jan 16	Science and Rigour in Practice	
	Jan 19	Harmful and Ineffective Interventions	
Week 3:	Jan 23	Ethics, Priorities, and Needs	
	Jan 26	Illness Burden and Prevention	
Week 4:	Jan 30	Prevention	
	Feb 2	Prevention	
Week 5:	Feb 6	Stigma and Working with Systems	
	Feb 9	Group Presentations – Groups A, B, C, D	Presentation #1
Week 6:	Feb 13	Group Presentations – Groups E, F, G, H	Presentation #1
	Feb 16	Group Presentations – Groups I, J, K, L	Presentation #1
Reading Break: Feb 20-24			
Week 7:	Feb 27	Clinical Training	Audience Assignment #1
	March 2	Interventions for Children and Youth	
Week 8:	March 6	Dissemination and Implementation Part I: Basic Models	



	March 9	Dissemination and Implementation Part II: Policy and Access	
Week 9:	March 13	Dissemination and Implementations Part III: Disruptive Innovation	
	March 16	Stepped Care Models	
Week 10:	March 20	Research Designs	
	March 23	Group Presentations – Groups A, B, C, D	Presentation #2
Week 11:	March 27	Group Presentations – Groups E, F, G, H	Presentation #2
	March 30	Group Presentations – Groups I, J, K, L	Presentation #2
Week 12:	April 3	The Future of Mental Health Science	Audience Assignment #2
	April 6	Wrap Up	

Important Dates	
Wednesdays at 12:00pm	Weekly Learning Boosters (10 of 12)
February 9 - 16, 2023	Presentation #1
February 20 – 24, 2022	Reading Break
February 27, 2023 @ 11:59pm	Audience Assignment #1 Due
March 23 – March 30, 2023	Presentation #2
April 3, 2023 @ 11:59pm	Audience Assignment #2 Due
April 9, 2023 @ 11:59pm	Capstone Final Report

Expected Student Conduct

Respectful Behaviour Throughout the course, students and the instructor may choose to share or disclose personal information. It is important for you to consider what and when you share. There is no way to guarantee confidentiality in an in-person class and as such, please evaluate your self-disclosures carefully. The ability to maintain this stance is necessary to ensure the safety of all individuals. As such, the discussions, self-disclosures, and personal information should not be divulged to any persons outside of the class and will be viewed as a breach of privacy. Further, I support an inclusive classroom experience where diversity and individual differences are understood, respected, appreciated, and recognized to be a source of strength. I expect that students and instructors will show the utmost respect for individual differences. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. In extending respect, I endeavour to create a positive learning experience by being available to answer questions, discuss materials, and foster your learning experience. I attempt to respond to emails within 3 business days (please resend after this time period).

Sensitive Content The university classroom provides an open space for the critical and civil exchange of ideas. Some course content will include topics that some students may find offensive and/or difficult to learn about. Each student is different and as such, I cannot provide a “trigger warning” for all the sensitive topics in this course. Please ensure that you consider the topics to be discussed and determine if you have the emotional capacity and tolerance to engage in this course at the present time. I will not provide alternative assignments or readings as I aim to provide a comprehensive survey of the course topics in order to meet the learning objectives set out for this course and your undergraduate psychology education. Resources for support and wellbeing are provided at the end of the syllabus.



Attendance It is expected that you will attend all classes. This course will benefit greatly from peer-to-peer learning and discussion. If, due to unforeseen circumstances, you must miss a class, please obtain the missed material from a classmate. I can provide information on specific questions, but a make-up class or class notes will not be provided.

Missed Exams/Assignments You are expected to write the exams and complete assignments on the dates set out in the Course Schedule and during the Final Exam Period. If you miss a deadline/exam for an emergency, due to illness, or accident, please contact me as soon as possible (no later than 10 days after) to schedule a makeup exam or discuss an extension. **For all exam makeups and assignment extensions, you must fill out a Request for In-Course Extension form from the link below or on Brightspace.** Makeup exams and extensions will be granted only in extenuating circumstances. **Travel plans, personal inconveniences (e.g., having more than one assignment due at the same time), and the like will not be accommodated.**

Request for In-Course Extension Form:

https://www.uvic.ca/students/academics/academic-concessions-accommodations/request-for-academic-concession/forms/uvic_undergraduate_request_for_in-course_extension.pdf

UNIVERSITY OF VICTORIA

Department of Psychology Important Course Policy Information Winter Session 2022/23

Accessible Learning

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability or chronic health condition, or think you may have a disability, you may also want to meet with an advisor at the [Centre for Accessible Learning](#) (CAL).

Attendance and Absences

Attendance is important. Students are expected to attend all classes in which they are enrolled. Students may be assigned a final grade of N or debarred from writing final examinations if they fail to satisfy a minimum attendance requirement set by the instructor for lectures, laboratories, online course discussions or learning activities, tutorials, or other learning activities set out in the course outline.

Medical documentation for short-term absences is **not required** (approved by Senate). Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any required assignment/assessment by the end of the term students are required to submit a request for academic concession (see below).

Children and Pets

If you need to bring your children or pet to class, please do not hesitate to do so. It is understood that sometimes this is necessary due to care circumstances. However, please aim to have minimal class disturbance so that student learning is not impacted.

Class Recording and Auto-Captioning Statement

The instructor may record class sessions and those recordings may be made available to all students in the class via Brightspace. If you have questions or concerns regarding class recording and privacy please contact privacyinfo@uvic.ca

Auto-generated captioning may be enabled in this course. Auto-captioning is highly error-prone, especially for specialized terminology and proper names. Students are asked to refer to the audio feed for clarification of any errors. If you find captioning errors that are offensive, please contact your instructor and/or teaching assistant so that they are aware. If you require captions as part of an academic accommodation, please contact [CAL](#).

Commitment to Inclusivity, Diversity, and Respectful Environments in the Classroom and Online

The University of Victoria is committed to providing a positive and supportive and safe learning and working environment for all its members. All members of the university community have the right to this experience and the responsibility to help *create* such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying, or harassment.

Please be advised that, by logging into UVic's learning systems or interacting with online resources and course-related communication platforms, you are engaging in a University activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy.

To report concerns about online student conduct: onlineconduct@uvic.ca

Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class¹. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

Course Experience Survey (CES)

The instructor values your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. You will be reminded nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

Disclaimer

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

Grading

In classes that are based on a percentage grading scheme, the following [Undergraduate Grading Scale](#) is used

Grade	A+	A	A-	B+	B	B-	C+	C	D	F
Percentage	90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	51-59	< 50
GP Value	9	8	7	6	5	4	3	2	1	0

Rounding is only applied to the final grade and is rounded up at the 0.5% level (e.g., 84.49% is round to 84% and 84.50% is rounded to 85%).

Medical Documentation for absences

No medical documentation for short-term absences is required (Approved by Senate).

If you are seeking a Withdrawal Extenuating Circumstances or an Aegrotat grade, medical documentation may be required if relevant.

Ombudsperson and Academic Concerns

From the course calendar...

Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Department Associate Chair; third, the Dean of the faculty; and finally, the Senate.

If you are having an academic concern or problem that cannot be resolved with your instructor or the Department Associate Chair, you may wish to consult with the Office of the Ombudsperson (<https://uvicombudsperson.ca>). Current contact information for the office can be found here <https://uvicombudsperson.ca/contact/>.

¹ Syllabi belong to the department through which the course is administered.

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](#). 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. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

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 January 2023.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. UVic Library Document on **Avoiding Plagiarism**

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 the [UVic Calendar](#).

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.

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

Request for Academic Concessions: In the Event of Illness, Accident or Family Affliction

Request for Academic Concession form: <http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

- **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.
- **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, contact your course instructor (or designated teaching assistant) to let them know why you missed the exam and include the [in-course extension form](#) if required. Medical documentation is not required.
- **What to do if you require additional time to complete core 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 if the missing work has been deemed required. Note, only required course components may be deferred.

Research Participation Opportunities with the Department of Psychology

The Department of Psychology offers multiple opportunities to participate in research studies over the year. Students are encouraged to learn more about the field of psychology by volunteering in these studies. Information about studies can often be found posted on notice boards around the Department as well as through our Participant Pool webpage at <https://www.uvic.ca/socialsciences/psychology/research/participants/>.

Student Support Services

[Learn Anywhere](#) is the student support portal for a full range of student academic and support services. Services include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Counselling Services](#), [Health Services](#), [Library](#), [Ombudsperson](#), and [Computer Help Desk](#)

This classroom is a trans-inclusive space

Please indicate if you have a preferred name and pronoun that you’d like to be used in the classroom. Please e-mail your instructor or your TA if you would like to discuss the climate of this classroom for trans students. Gender neutral bathrooms are available at UVic.

University of Victoria Students' Society (UVSS)

The [UVSS](#) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at uvss.ca!

Academic Important Dates

Winter session - second term (January – April)

Monday, Jan 9 th	Second term classes begin for all faculties
Sunday, Jan 22 nd	Last day for 100% reduction of second term fees for standard courses 50% of tuition fees will be assessed for courses dropped after this date.
Wednesday, Jan 25 th	Last day for adding courses that begin in the second term
Tuesday, January 31 st	Last day for paying second term fees without penalty
Sunday, Feb 12 th	Last day for 50% reduction of tuition fees for standard courses 100% of tuition fees will be assessed for courses dropped after this date.
Feb 20 th - Feb 24 th	Reading Break for all faculties
Tuesday, Feb 28 th	Last day for withdrawing from full year and second term courses without penalty of failure
Thursday, Apr 6 th	Last day of classes in second term for all faculties
Apr 11 th - Apr 26 th	Second-term formal examination period

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp

BE WELL



A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, 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/undergraduate/housing-student-life/student-life/index.php>

Counselling Services:

The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors>

Health Services:

The Student Wellness Centre also provides a full service primary health clinic for students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians>

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: <https://www.uvic.ca/student-wellness/wellness-resources/mental-health/>