Psychology 462 (A01)
Clinical Intervention, Prevention, & Health Promotion
M & Th 11:30 a.m. – 1 p.m., Cornett A128

Instructor: Dr. Brianna Turner, Dept. of Psychology
Office: Cornett A276; Phone: 721-8711
Email: briannat@uvic.ca
Office Hours: 10:30-11:30 Mondays & Thursdays, or by appointment
Course website: Readings, presentations and assignments will be posted on CourseSpaces.

Course Description
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 group 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.

Prerequisites
The pre-requisites for this course are Psyc 300A, Psyc 365, one of Psyc 366 or 338. Students must also take Psyc 300B before or concurrently with this course. Students who take this course without these requirements must receive permission of the department, and are not exempt from having to complete the prerequisite course(s) at some later date if such courses are required for the degree program. Students are responsible for checking their registration status before the end of the add/drop periods.

Textbook & Readings
There is no textbook for this course. The readings will be available as electronic files through the UVic library (i.e., e-journals, e-books) or will be posted on Course Spaces. 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.

Grading
Your course grade will be based on in-class attendance and participation (15%), four group presentations (10% each = 40%), four mini-reports (4 x 5% each = 20%), and the final paper (25%). Final grades will be determined based on the following distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100%</td>
</tr>
<tr>
<td>B+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C+</td>
<td>65-69%</td>
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<tr>
<td>F ≤ 49%</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>85-89%</td>
</tr>
<tr>
<td>B</td>
<td>73-76%</td>
</tr>
<tr>
<td>C</td>
<td>60-64%</td>
</tr>
<tr>
<td>A-</td>
<td>80-84%</td>
</tr>
<tr>
<td>B-</td>
<td>70-72%</td>
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<tr>
<td>D</td>
<td>50-59%</td>
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Students are expected to familiarize themselves with the Important Course Policy Information on pages 4-6. If you do not complete each of the required components in this course, you will receive an “N” for the course.

**EVALUATION**

**Class Participation.** As a seminar-style course, the quality of our weekly discussions has a crucial impact on the quality of the course. Therefore, students are expected to prepare for class (i.e., have completed readings in advance), regularly attend, and actively participate (i.e., not be working on your laptop or phone during class discussions or during other students’ presentations). Attendance and quality of participation will be considered in assigning final marks. Participation is worth 15% of your overall grade.

**Capstone Projects.** Each student will complete a capstone project, which will consist of: (1) designing an intervention, prevention, or public policy to ameliorate a mental health problem of your choosing, and (2) developing a plan to evaluate the efficacy or effectiveness your intervention, prevention, or policy. Preparation of the capstone project will consist of 4 subtasks, each of which will be presented in a mini-report (1-page writing assignment, completed individually) and in-class presentation (15 minutes, completed in your work groups).

1. **Defining the problem, population, and setting for your program:** Students will develop a concrete definition of the nature of the mental health problem they have chosen to target, and its significance (e.g., what is the impact on individual mental health and wellbeing, healthcare resources, families, or communities?). Students should also specify and justify to whom the program will be targeted, and in what settings the program will be delivered, and why.

2. **Defining your intervention targets:** Once you have identified the mental health problem, your next step will be to identify mechanisms or processes that would be a good target for intervention, prevention or policy in order to ameliorate the problem. You should try to identify a knowledge-to-practice gap: This means you will be looking for scientific evidence that changing a particular process, mechanism, or target would likely produce changes in the outcome, and then identifying the barriers to applying this knowledge (why hasn’t it been implemented yet? Or, if it has been implemented, how could the implementation be improved?). Students may choose any biological, psychological, or sociocultural process to target, provided it is amenable to intervention, prevention or policy.

3. **Designing your intervention:** The next step is to develop the contents of your intervention, prevention or policy, based on the targets from Step 2. You should be as specific as possible. Who will be involved in delivering the intervention or prevention, or who will implement the policy? What steps will be involved? How will you ensure fidelity, adherence, and access? What obstacles do you anticipate and how could you overcome them? We will discuss examples in class that you may use as models. A key aspect of this step is tying your intervention to the process and targets you identified in Step 2 – the closer the match, the better the project.

4. **Designing your program evaluation:** The final step is to develop a research plan to evaluate the effects of your intervention, prevention program, or policy. Students are
expected to discuss and justify the research design, including the intended sample and setting, independent and dependent variables, measurement strategy, duration of the study, and anticipated results. Issues of internal vs. external validity (efficacy vs. effectiveness), mechanisms of change, and feasibility should be considered.

**Group presentations.** Students will be placed into groups of four in our second week of classes based on shared interests or themes for the capstone project. For each of the four stages above, your group will prepare brief (15 minutes) presentations summarizing your work, including obstacles or challenges and how you overcame them, and 1-2 discussion questions for the class. Group presentation marks will be assigned according to one of two grading schemes: equal contributors (every group member earns 25% for each presentation) or the group-leader model (one group member takes a larger role in preparing the week’s presentation, earning 55% that week while other members each earn 15%, and each group member serves as the leader once during the four presentations). Group members will choose, by consensus, which grading scheme their group prefers in the third week of classes. Note that even when the group-leader model is chosen, all group members are expected to contribute to the presentation. The quality of your contributions to each presentation will be evaluated by your peers.

**Mini Reports.** You will complete four short (1 single-spaced page) mini-reports throughout the course, which will be due on the same day as the group presentations and will summarize your work related to the Capstone Step that week. Please see the Schedule below for deadlines, as the due date will depend on your Group. While presentations will be completed in groups, mini-reports should be completed individually, in your own words. You will receive feedback on your mini-reports within one week, and should use this feedback to plan your final paper. Each mini-report is worth 5%, for a total of 20%.

**Final Paper.** The final paper will integrate your Mini-Reports into a full report including all four stages of the Capstone process. You should incorporate feedback from each your mini-reports in your final paper, making adjustments to your original plan if needed. Papers should incorporate a minimum of 10 references, at least 6 of which must not be on the reading list. Assignments received after 11:30 a.m. on the due day will receive a deduction of 10% per day.

- **Length:** 9-12 double-spaced pages, not including title page and references
- **Due:** April 6, at 11:30 a.m. (to be handed in via CourseSpaces).
- **Late penalty:** 10% will be subtracted for each 24 hours after the deadline.
- If you anticipate needing an extension, please contact me as early as possible. You may be required to provide documentation of a medical or family emergency to support extensions.
- **Format:** APA standard (1 inch margins all around, double spaced, 12 point font)

**COURSE POLICIES**

**Attendance**
Our class meets twice per week. During our meetings, you can expect a mix of lecture, in-class presentations, videos, group discussions, and activities aimed to improve your understanding of the readings and key course concepts. All of these in-class activities are designed to help you
consolidate information, apply key concepts (individually and in groups), clarify misunderstandings, and rehearse material to promote learning. Regular attendance is expected, and should make completing the final capstone project less onerous. If you have to miss a class meeting, you should review the lecture slides or group presentations (posted online) and discuss any important information given out during class with a fellow classmate. You are welcome to come to my office hours to discuss questions after you have completed the above activities.

Extensions on Course Assignments
Students are expected to complete all group and individual assignments as scheduled unless you can provide acceptable and verifiable documentation of an illness or family emergency. If you anticipate that you will not be able to turn in your work on time due to illness, accident, or family affliction, you must send me an email as soon as possible. I strongly prefer to negotiate extensions well before an assignment deadline, rather than after the fact. You must supply written support for your extension (e.g., doctor’s note) within 10 days of the assignment deadline. In the case of illness, documentation should be dated on the day of assignment due date, or earlier indicating that you are likely ill for a couple of days including the date of the assignment. Except in extreme circumstances (e.g., life-threatening illness) Medical Documentation dated after the assignment deadline WILL NOT BE ACCEPTED. Note that I require a minimum of 1 week to grade and return mini-reports, and a minimum of 2 weeks to grade final papers; students who receive extensions should expect a delay in their work being returned, and should take these timelines into account when requesting extensions. Students who require an extension on the final paper of more than a few days may be required to apply for an Academic Concession if the extended deadline prevents timely submission of course grades.
TENTATIVE SCHEDULE OF TOPICS & DUE DATES
Any changes to this schedule will be announced in class and on CourseSpaces. Please regularly check the course website for updates & announcements.

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<thead>
<tr>
<th>Week</th>
<th>Class Dates</th>
<th>Topic</th>
<th>Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 4</td>
<td>Course Introduction and Overview</td>
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<tr>
<td>2</td>
<td>Jan 8, 11</td>
<td>Defining Psychological Interventions: Goals, Assumptions &amp; Ethics</td>
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<tr>
<td>3</td>
<td>Jan 15, 18</td>
<td>Defining Psychological Interventions: Treatment, Prevention &amp; Policy</td>
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<tr>
<td>4</td>
<td>Jan 22, 25</td>
<td>Evaluating Psychological Interventions: Outcomes &amp; Designs</td>
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<td>5</td>
<td>Jan 29, Feb 1</td>
<td>Defining your problem, population &amp; setting</td>
<td>Groups A, B and C present Feb 1</td>
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<tr>
<td>6</td>
<td>Feb 5, 8</td>
<td>Defining your problem, population &amp; setting</td>
<td>Groups D, E and F present Feb 8</td>
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<td></td>
<td>Feb 12, 15</td>
<td>READING BREAK</td>
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<tr>
<td>7</td>
<td>Feb 19, 22</td>
<td>Defining your intervention targets</td>
<td>Groups D, E and F present Feb 22</td>
</tr>
<tr>
<td>8</td>
<td>Feb 26, Mar 1</td>
<td>Defining your intervention targets</td>
<td>Groups A, B and C present Mar 1</td>
</tr>
<tr>
<td>9</td>
<td>Mar 5, Mar 8</td>
<td>Designing your interventions</td>
<td>Groups B, D and F present Mar 8</td>
</tr>
<tr>
<td>10</td>
<td>Mar 12, Mar 15</td>
<td>Designing your interventions</td>
<td>Groups A, C and E present Mar 15</td>
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<tr>
<td>11</td>
<td>Mar 19, Mar 22</td>
<td>Designing your program evaluation</td>
<td>Groups A, C and E present Mar 22</td>
</tr>
<tr>
<td>12</td>
<td>Mar 26, Mar 29</td>
<td>Designing your program evaluation</td>
<td>Groups B, D and F present Mar 29</td>
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<tr>
<td>13</td>
<td>April 6</td>
<td>Course Wrap-up</td>
<td>Final reports due April 6</td>
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Note: There will be no class February 12-15 for Reading Break. The University is closed on April 2 for the Easter holiday.

Reading lists will be provided in our first week of classes.
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 305-308 of the UVic Calendar January 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, January 2018, p. 46-47)

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/calendar2018-01/undergrad/info/regulations/academic-integrity.html#](https://web.uvic.ca/calendar2018-01/undergrad/info/regulations/academic-integrity.html#), p. 42-45, UVic Calendar January 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. 43-44 in January 2018).
The definitive source for information on Academic Integrity is the University Calendar (p. 42-45 in January 2018) (https://web.uvic.ca/calendar2018-01/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/pubsquides/plagiarism.pdf
3. UVic Library Resources: http://www.uvic.ca/library/research/citation/plagiarism/