University of Victoria
Department of Psychology
Psychology 462
Clinical Intervention & Mental Health Promotion

Meeting Times & Lectures:  Monday & Thursday 8.30 – 9.50 – Corn A128

Instructor: Rory Coughlan, Ph.D.
Office hours: After class lectures or by appointment. Office: Cornett A 215.
e-mail: rorycoughlan@uvic.ca

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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. The course will discuss these issues in addition to problematizing mainstream
North American approaches and will introduce a more Critical European framework consistent with
Community Psychology and Health Promotion.

Early meeting times will consist of lectures regarding epistemology, methodology in relation to how we
understand both mental health and health promotion in a community setting. Later meeting times will
consist of student led presentations of the material in the course text followed by discussions of the issues
raised. These presentations will form an important part of student evaluation.

All students will complete a course capstone project, during which you will have an opportunity to
identify an important mental health problem of your choice, design a logical and practical intervention to
address, ameliorate and/or prevent this problem, and develop a plan to evaluate your intervention. The
intervention may be at the practical and/or policy level. Students will write a paper in the form of a
proposal – fully discussing the specific problem, recent theoretical orientations to this problem, the latest
relevant research and a logical rationale for both your intervention and a detailed design of an evaluation
including a discussion of how we should measure success – and in relation to your chosen specific
problem - what success might look like in reasonable practical terms.

This course will emphasize how we can build and implement a science of mental health, examining the
impact of the evidence-based movement in community psychology and examine 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.

Evaluation

Attendance & meaningful contribution to meetings 10%
1-2 page commentary on chapter presentations 10%
Chapter presentations 25%
Literature Review (part 1 of intervention) 15%
Complete Proposal for Intervention 40%

The final letter grade in the course will be based on total percent score rounded to the third decimal point as shown: Final grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number. For example 89.5 to 89.9 is rounded up to 90% (A+), whereas 89.4 is rounded down to 89% (A).

A+: 90 – 100  A: 85 – 89  A-: 80 – 84
B+: 77 – 79  B: 73-76  B-: 70 – 72
C+: 66 – 69  C: 60 – 64  D: 50 – 59  F: 0-49

There will be an accompanying Coursespaces page for this course

Here I will post important course information and grades.

DO NOT HAND ANY ASSIGNMENTS AT MY OFFICE. Please hand in to me in person or deliver to my drop box near the main Psychology office in Cornett Bldg.

A late penalty of 10% per day will be applied to all late assignments. No papers will be accepted if more than 7 days late.

It is the responsibility of each student to read and accept the due dates outlined on the course syllabus. All papers are either to be handed to the instructor / Lab instructor or placed in my drop box outside the psychology main office, Cornett A236 by 4:00 pm on the assigned day.

1-2 page Chapter commentaries. Each student will read and write a commentary on chapters that will form the basis for class presentations. These are due in class on the day of the presentation.

Chapter Presentations. Early in the course, each student will pick or be assigned a chapter in the course text and will present the material to the rest of the class. These presentations will include an accurate presentation of the main aspects along with or followed by a critique, possibly augmented or counter-pointed by other allied materials or writing. Presentations can include any audio-visual materials that may add to understanding. Each presentation should be approximately 30 minutes in length. Class discussion concerning the presented material will follow. You can be as creative as you wish as long as the message is clearly presented.
## Lectures (& Labs – Marked with *)

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
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<tr>
<td>Jan 7</td>
<td>Welcome / Course Outline / Research assignment/ Introduction</td>
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<td>Jan 10</td>
<td>Introduction to epistemology in research and policy development</td>
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<td>Jan 14</td>
<td>Epistemology (cont) and links to Critical Psychology</td>
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<td>Jan 17</td>
<td>Critical Psychology and Mental Health – Thomas Teo</td>
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<td>Jan 21</td>
<td>Mental Health: Historical perspectives and roles of health educators and mental health promoters</td>
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<td>Jan 24</td>
<td>Determinants of Mental Health / Stress &amp; Coping</td>
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<td>Jan 28</td>
<td>A critique of Clinical Psychology from a Critical Psyc perspective: The Politics of Madness – Maracek &amp; Hare-Mustin</td>
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<td>Jan 31</td>
<td>Critique – Oppression &amp; Empowerment: Genesis of a critical analysis of mental health – McCubbin</td>
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<td>Feb 4</td>
<td>Mental Health Promotion for Children &amp; Adolescents</td>
<td>Assignment due</td>
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<td>Feb 7</td>
<td>Critical Psychology &amp; Disability Prilletensky + Holzkamp: Generalized &amp; Restricted Action Potence</td>
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<td>Feb 11</td>
<td>Critical methodologies: Qualitative Methods</td>
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<td>Feb 14</td>
<td>Critical methodologies: Qualitative Methods</td>
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### Reading Break – No classes or labs this week

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<tr>
<td>Feb 25</td>
<td>Chapter Presentations</td>
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<td>March 4</td>
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Proposal for intervention & Evaluation. Each student will complete a capstone project, which will consist of: (1) Researching the recent literature on your chosen mental health problem (2) designing an intervention, prevention, or public policy to ameliorate a mental health problem of your choosing, and (3) developing a plan to evaluate the efficacy or effectiveness your intervention, programme of prevention, and/or policy designed at ameliorating your chosen mental health problem. Preparation of the capstone project will consist of 5 subtasks.

1. Reviewing the recent literature regarding your chosen mental health issue. You will develop a 6-10 page discussion of your chosen issue with an intention to critically evaluate differing theoretical views and/or programmes developed to date. This will be an assignment in and of itself and will, in addition, form the first part of the capstone project. This part will be due in class on Feb 4. I will provide feedback and you can include an updated version as part of your final project plan.

2. Defining the particular problem linked to your chosen mental health issue, population, and setting for your program: Following from your review of the literature, you will develop a concrete definition of the nature of the mental health problem you 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.

3. 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.

4. Designing your intervention: The next step is to develop the contents of your intervention, prevention or policy, based on the targets from Steps 1-3. 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 or maximize adherence, and access? What obstacles do you anticipate and how could you overcome them? A key aspect of this step is tying your intervention to the process and targets you identified in Step 3 – the closer the match, the better the project.
5. **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 should consider utilizing both quantitative and qualitative methods and are expected to discuss and justify their chosen research design, including the intended sample and setting, independent and dependent variables, measurement strategy, duration of the study, and anticipated results..
Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see pages 313-317 of the UVic Calendar September 2018.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction (See UVic Calendar, September 2018, p. 48-50)

• What to do if you miss the final exam scheduled during the formal exam period

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

OR, you can download the Request for Academic Concession form here: http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf

• What to do if you miss an exam other than one scheduled during the formal exam period

Do not apply at Records Services for a “Request for Academic Concession”. Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

• What to do if you require additional time to complete course requirements

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

OR, you can download the Request for Academic Concession form here: http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf
Policy on Academic Integrity including Plagiarism and Cheating

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

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

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

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

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

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

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

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

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

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

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

Other useful resources on Plagiarism and Cheating include:

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

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

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

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

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

Mental Health Supports and Services:
Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/