Psyc 462 (A01)  
Clinical Intervention, Prevention, and Health Promotion  
Spring, 2019  
Mondays & Thursdays 8:30am to 9:50am  
Cornett Bldg. A128

Instructor  
Dr. James McClelland, Cornett A207, jamesmcclelland@uvic.ca, 250-472-4689  
Office Hours: Monday & Thursday 10:00-11:00 am or by appointment

Required Text  

Course Websites  
http://coursespaces.uvic.ca Login using your Netlink Username and Password. Netlink will contain the syllabus, course information, readings, and grades.

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 compete 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 counselors. Those skills are acquired in the context of extensive, supervised training in graduate school.
Psyc 462– Clinical Intervention, Prevention, and Health Promotion

About the Instructor
I have a PhD in Psychology and am a Registered Psychologist in British Columbia and a Chartered Psychologist in Alberta. For the past 28 years I have provided psychological services in Yukon in such areas as clinical and educational advising, counseling and crisis intervention, and teaching university transfer courses. I pursue an eclectic approach to psychology, which was well suited to northern rural demands where one person is required to take on multiple roles. I believe that a multifaceted approach as you begin to explore mental health and wellbeing provides a broad and diverse foundation before you explore a more specialized, convergent focus. I am escaping my second retirement and am delighted with the opportunity to deliver this challenging course in clinical intervention, prevention, and health promotion.

Respect for Diversity
It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity; gender, sexuality, age, disability, physical appearance, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know if there are ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious requirements, please let me know so that we can make arrangements for you. We are dealing with sensitive material that, on occasion, may trigger emotional concerns. If you need to discuss the issue or if you feel the need to absent yourself from that portion of the lecture, please see me after the class during office hours.

Evaluation and Grading Policy

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Date</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>Ongoing</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment One</td>
<td>(Capstone Project Date March 25)</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment Two</td>
<td>(ARND Individual Assignment Date March 28)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>(Scheduled exams period; Date TBA)</td>
<td>40%</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>100%</strong></td>
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All assignments are due before the beginning of class or they will be considered to be a day late.

Grades
Your grades will be determined based on in-class attendance and participation (worth 15% towards your course grade), a Capstone Project (worth 25% towards your course grade), an ARND Individual Assignment (worth 20% of your grade), and a Final Exam (worth 40% towards your grade). Please see the attached course schedule for details.

Your final grade in the course will be based on your total percent score:

- **A+ = 90 - 100**
- **A = 85 – 89**
- **A- = 80 - 84**
- **B+ = 77 – 79**
- **B = 73 – 76**
- **B- = 70 – 72**
- **C+ = 65 - 69**
- **C = 60 - 64**
- **D = 50 - 59**
- **F = 0 - 49**

*If you do not complete each exam you will receive an “N” for the course.
*Please familiarize yourself with Important Course Policy Information (attached).

Participation and Attendance
Students are expected to keep up with the readings using CourseSpace as a guide, complete all in-class mini quizzes at the time they are presented in class, and critically analyze the material presented in the course being ready to provide input into discussions. In the case of a missed class, please get any information given out during class from fellow classmates. I am happy to answer any specific questions that you may have about the missed material, however, I am not able to provide you with my lecture notes or PowerPoints. **Participation and attendance is worth 15% of your grade.**
Capstone Project
The Capstone Project can be done in groups or individually. The assignment places you in the position of providing psychological assistance to a community in crisis. You are also responsible for producing a report to your Director of Social Services outlining short-term and long-term strategies for clinical intervention, prevention, and health promotion for this dysfunctional community. Assignments received after 8:30 a.m. on the due day of March 25th will receive a deduction of 10% per day. **The Capstone Project is worth 25% of your final grade.**

ARND Individual Assignment
Students are expected to review a scenario of a young adult involved in the Juvenile Justice System who was diagnosed with Alcohol-Related Neurodevelopmental Disorder as an infant. You are to write a psychological report to submit to the court, based on your current understanding of this young adult and your knowledge of intervention and health promotion strategies for ARND that will assist the judge in making her decision in this case. Assignments received after 8:30 a.m. on the due day of March 28th will receive a deduction of 10% per day. **The ARND Individual Assignment is worth 15% of your final grade.**

Final Exam
To ensure that you have understood and can apply the material presented in class and in the text, you will take a **cumulative final exam** in this course. The multiple-choice exam will cover all material presented in class, assigned chapters, and any articles assigned. The exam will be worth **40% of your final grade.**

Makeup Policy
To maintain fairness with your fellow students, please attend the final exam as scheduled. If you choose not to attend an exam, I will record a mark of zero unless you are able to submit documentation of an illness or family emergency **within one week from the date of the exam.** If I am able to accept your case of documented illness or emergency, your other in-class evaluation weightings will be proportionately increased by 40% to determine your final grade.

Course Experience Survey
I value your feedback on this course. Near the end of term, you will have an opportunity to complete an anonymous Course Experiences Survey (CES) regarding your learning experience in this class. The CES provides vital information that I will use to improve future courses. The survey will also be used by the Department of Psychology to evaluate my performance as an instructor. I will not receive the results until after I have submitted marks for this course. Responses are anonymous unless you choose to say things in the optional open-ended comments that identify you. The more students complete the survey, the more meaningful and informative the results. Please ensure that your current email address is listed on MyPage ([http://uvic.ca/mypage](http://uvic.ca/mypage)). In the final two weeks of the term, an email will be sent inviting you to complete the CES online or you can wait and complete the CES in class. Towards the end of the term, I will set aside approximately 15 minutes at the beginning of class for students to complete the CES. We will do the CES in class because doing so increases the percentage of students who complete the survey compared to when students are asked to complete it on their own time. I will remind you of the date about a week in advance, via an announcement in class and an email announcement. You will need your UVic Netlink ID to access the survey via a laptop, tablet, or mobile device; if you do not own such a device then please try to borrow one for that class session. If you do not complete the CES during class, you can complete it at a time of your choosing during the last two weeks of classes.

Centre for Accessible Learning
If you have a mental or physical health concern and need an academic accommodation (such as extra time on exams or a quiet room for test taking), please register as soon as possible with the Centre for Accessible Learning (CAL): [https://www.uvic.ca/services/cal/](https://www.uvic.ca/services/cal/).
Counseling Services
If you feel that you need help with personal, career, or learning issues, Counseling Services provides free and confidential counseling to UVic students: [http://www.uvic.ca/services/counselling/](http://www.uvic.ca/services/counselling/).

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](http://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](http://www.uvic.ca/svp)

Course Schedule
This is a tentative course schedule and listing of readings as of January 7th, 2019. I anticipate that the later readings may be adjusted based on the interests of the class. Readings for the first four classes are not expected to change. Any changes to this list will be posted in CourseSpaces.

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
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<tbody>
<tr>
<td>January</td>
<td>7</td>
<td>Mon</td>
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<td></td>
<td>10</td>
<td>Thu</td>
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<tr>
<td>Week 2</td>
<td>14</td>
<td>Mon</td>
<td>CMH – Chapter 1: Frames of Reference</td>
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<td></td>
<td>17</td>
<td>Thu</td>
<td>CMH – Chapter 2: Priorities and Needs: Who is being Helped?</td>
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<tr>
<td>Week 3</td>
<td>21</td>
<td>Mon</td>
<td>CMH – Chapter 3: Illness Burden and Prevention (January 23 is the last day to add courses)</td>
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<td></td>
<td>24</td>
<td>Thu</td>
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<tr>
<td>Week 4</td>
<td>28</td>
<td>Mon</td>
<td>CMH – Chapter 4: Stigma</td>
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<td></td>
<td>31</td>
<td>Thu</td>
<td>CMH – Chapter 5: The Recovery Vision</td>
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<tr>
<td>February</td>
<td>4</td>
<td>Mon</td>
<td>CMH – Chapter 6: Culture</td>
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<td></td>
<td>7</td>
<td>Thu</td>
<td>CMH – Chapter 7: Practitioners, Clients, and Family Members</td>
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<td>Week 6</td>
<td>11</td>
<td>Mon</td>
<td>CMH – Chapter 8: The Drug Companies</td>
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<td>14</td>
<td>Thu</td>
<td>CMH – Chapter 9: Reforming Mental Health: Deinstitutionalization and Beyond</td>
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<td></td>
<td>18</td>
<td>Mon</td>
<td><strong>Reading Break – No Class</strong></td>
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<tr>
<td></td>
<td>21</td>
<td>Thu</td>
<td><strong>Reading Break – No Class</strong></td>
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<tr>
<td>Week 7</td>
<td>25</td>
<td>Mon</td>
<td>CMH – Chapter 10: The Evidence Base and “Best Practices”</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
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<td>28</td>
<td>Thu</td>
<td>(February 28 is the last day to drop courses without penalty of failure)</td>
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<td>March</td>
<td>4</td>
<td>Mon</td>
<td>CMH – Chapter 11: The Continuum of Mental Health Services</td>
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<td></td>
<td>7</td>
<td>Thu</td>
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<tr>
<td>Week 9</td>
<td>11</td>
<td>Mon</td>
<td>CMH – Chapter 12: Housing</td>
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<td></td>
<td>14</td>
<td>Thu</td>
<td>CMH – Chapter 13: The Interface with the Criminal Justice System</td>
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<tr>
<td>Week 10</td>
<td>18</td>
<td>Mon</td>
<td>CMH – Chapter 14: Assessment and Diagnosis</td>
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<td></td>
<td>21</td>
<td>Thu</td>
<td>CMH – Chapter 15 Medical Management</td>
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<tr>
<td>Week 11</td>
<td>25</td>
<td>Mon</td>
<td>CMH – Chapter 16 Education, Skills Training, and Cognitive-Behavioural Approaches</td>
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<td></td>
<td>28</td>
<td>Thu</td>
<td>CMH - Chapter 17 Occupation</td>
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<td></td>
<td></td>
<td></td>
<td>ARND Intervention and Health Promotion Assignment Due</td>
</tr>
<tr>
<td>April</td>
<td>1</td>
<td>Mon</td>
<td>CMH – Chapter 18 The Legal and Ethical Context of Mental Health Practice</td>
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<td>4</td>
<td>Thu</td>
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<tr>
<td>8</td>
<td></td>
<td>Start of Final Exams 8 - 27– Cumulative In-Class (Finals Period; Date TBA)</td>
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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/