

PSYC 462 Spring 2021
Dr. Megan E. Ames

PSYC 462 (A01): Clinical Intervention, Prevention, and Health Promotion
University of Victoria
Spring; January 11, 2021 to April 12, 2021
Mondays & Thursdays 1:00pm - 2:20pm

We acknowledge with respect the Lekwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt, and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

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Office hours: Mondays 2:30-3:20pm, or by appointment

Course description: Psychologists are often involved in developing, delivering, and evaluating psychological interventions, prevention programs, and public policies to promote mental health and well-being. 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 the opportunity to identify an important mental health problem, learn about existing intervention, prevention, and health promotion programs designed to address this problem, and evaluate the scientific literature regarding the effectiveness of such programs. Capstone projects will involve group work, class presentations, and individual written and knowledge dissemination 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 psychological practice and 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.

This course will be offered *synchronously*, meeting online via zoom every Monday and Thursday 1:00pm to 2:20pm. As a seminar course, the quality of our weekly discussions have a crucial impact on the quality of the course. Therefore, students are expected to prepare for class (i.e., completed assigned readings in advance), regularly attend, and actively participate (i.e., asking questions, engaging in seminar activities including breakout rooms).

Prerequisites: The prerequisites for this course are PSYC 300A, PSYC 365, one of PSYC 338 or 336. 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 a 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 and readings: There is no textbook for this course, and the readings will be available as electronic files through the UVic Library (i.e., e-journals, e-books) and posted to 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.

Grading: The course grades will be based on two **group presentations (10% each = 20%)**, two **mini-reports (10% each = 20%)**, the creation of an **infographic (25%)**, and a **final paper (35%)**.

Final grades will be determined based on the following distribution:

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

Students are expected to familiarize themselves with the Important Course Policy Information (see attached). If you do not complete each of the required components in this course, you will receive an “N” for the course.

Capstone projects: Each student will complete a capstone project, which will consist of two objectives: 1) identifying an intervention, prevention, or public policy to ameliorate a mental health problem of your choosing, and 2) evaluate the existing literature on the effectiveness of your intervention, prevention, or policy (see below for further detail). Preparation of the capstone project will consist of two subtasks, each of which will be presented in a mini-report (1-page writing assignment, completed individually) and an in-class presentation (15 minutes, completed in your working groups).

- 1) **Identifying an intervention, prevention, or public policy:** 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 an intervention, prevention effort, or public policy in order to ameliorate the problem.
- 2) **Evaluate the scientific literature regarding the intervention, prevention, or policy:** 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.

Group presentations: Students will be placed into groups of four (or five) in our second week of classes based on shared interests or themes for the capstone project. For the two stages above, your group will prepare a 15-minute presentation summarizing your work, including obstacles and challenges and how you overcame them, and 1-2 discussion questions for the class (5 minutes; break-out rooms). Each group member will be assigned the same mark on the presentation. Should students not be able to attend the presentation synchronously, group members are expected to contribute equally in other ways (e.g., preparation of slides, etc.). If a student has concerns regarding the contribution of one or more members of the group, they should speak to Dr. Ames. Each presentation is worth 10%, for a total of 20%.

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Mini-reports: You will complete two short (1 single-spaced page) mini-reports throughout the course, which will be due the following week as your group presentation and will summarize your work related the capstone project for that objective. 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 10%, for a total of 20%.

Infographic: Communicating information (SciComm) is an important skill in research, as information that cannot be consumed quickly is often passed over. This project is designed to help you learn how to accomplish this. You will take one original research paper (i.e., not a review paper) and summarize the purpose, study design and sample, results and main takeaways in an infographic. The infographic should be on one of the papers included in your final paper (e.g., a randomized control trial). The infographic will be worth 25% of your grade. Assignments received after 1:00pm on the due date will receive a deduction of 10% for each 24-hours after the deadline. The due date for the infographic is March 29, 2021 at 1:00pm.

Final paper: The final paper will integrate your mini-reports into a full report including the two sections of the capstone project (i.e., the two objectives). You should incorporate feedback from each of your mini-reports in your final paper, adjusting as needed. Papers will be 8-12 double-spaced pages (not including title page and references), and adhere to APA, 6th edition formatting with 1-inch margins and 12-point font. Papers should incorporate a minimum of 10 references, at least 6 of which must not be on the reading list. Your final paper is worth 35% of your final grade. Assignments received after 1:00pm on the due date will receive a deduction of 10% for each 24-hours after the deadline. The due date for the final paper is April 12, 2021 at 1:00pm.

Supported Learning Labs: Given the added demands of online learning, there will be four classes dedicated to creating and fostering a supportive online learning environment where students and groups have space to meet, work on course projects and assignments, and build a sense of community. The class will meet together for the first few minutes and be provided with a suggested agenda for the break-out rooms to guide the lab and facilitate individual and group work specific to the upcoming presentation/assignment. Dr. Ames will be available throughout this lab to check-in on individual and group progress and answer any questions that may arise.

Attendance: Class meets twice per week *synchronously*. 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 to 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 assignments less onerous. Given the dyadic and dynamic nature of the course, class lectures will not be video recorded. If you have to miss a class meeting, you should review the lecture slides or group presentations (posted

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online) and discuss any important information given out during class with a fellow classmate. You are welcome to come to my office ours to discuss questions *after* you have completed the above activities.

Extensions: Students are expected to complete all group work 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 Dr. Ames an email as soon as possible. Please note that Dr. Ames requires a minimum of one week to grade and return mini-reports, and two weeks to grade the final paper, 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 requires to apply for an Academic Concession if the extended deadline prevents timely submission of course grades.

TENTATIVE SCHEDULE OF TOPICS AND DUE DATES

Any changes to this schedule will be announced in class and on Brightspace. Please regularly check the course website for updates and announcements.

Week	Class Date	Topic	Deadlines
1	January 11	Course Introduction and Overview	
	January 14	Science and Rigour in Practice	
2	January 18	Harmful and Ineffective Interventions	Group Assignments
	January 21	Priorities and Needs	
3	January 25	<i>Supported Learning Lab</i>	
	January 28	Illness Burden and Prevention	
4	February 1	Groups A, B, and C presentation #1 (10%)	
	February 4	Groups D, E, and F presentation #1 (10%)	
5	February 8	Stigma and Working with Systems	Groups A, B, and C mini-report #1 DUE (10%)
	February 11	Clinical Training	Groups D, E, and F mini-report #1 DUE (10%)
6	February 15	FAMILY DAY (no class)	
	February 18	READING BREAK (no class)	
7	February 22	<i>Supported Learning Lab</i>	
	February 25	The Continuum of Mental Health Services	
8	March 1	Groups A, B, and C presentation #2 (10%)	
	March 4	Groups D, E, and F presentation #2 (10%)	
9	March 8	Dissemination and Implementation Part I: Basic Models	Groups A, B, and C mini-report #2 DUE (10%)
	March 11	Dissemination and Implementation Part II: Policy and Access	Groups D, E, and F mini-report #2 DUE (10%)
10	March 15	Dissemination and Implementations Part III: Disruptive Innovation	
	March 18	Stepped Care Models	
11	March 22	<i>Supported Learning Lab</i>	
	March 25	Research Designs	
12	March 29	Universal vs. Targeted Prevention	Infographic DUE (25%)
	April 1	<i>Supported Learning Lab</i>	
13	April 5	EASTER MONDAY (no class)	
	April 8	The Future of Mental Health Science	
14	April 12	Course Wrap-up	Final Paper DUE (35%)

Note: There will be no class February 15 (Family Day), February 18 (Family Day), and April 5 (Easter Monday) ☺

IMPORTANT DATES:

January 11	Second term classes begin for all faculties
January 19	Last day for 100% reduction of tuition fees for first term and full year courses
January 22	Last day for adding courses that begin in the first term
January 31	Last day for paying first term fees without penalty
February 15	Family Day (university closed)
February 15-19	Reading Break
February 28	Last day for withdrawing from first term courses without penalty of failure
April 12	Last day of classes in second term

Respect for Diversity: It is our 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 our intent to present materials and activities that are respectful of gender, sexuality, disability, age, socio-economic status, ethnicity, race, and cultural diversities. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally or for other students or student groups.

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/.
- *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/

The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Students are expected to familiarize themselves with the Important Course Policy Information (attached).

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Spring 2021

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 January 2021.

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

Refer to the course outline.

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://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies. 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 2021.

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/tips/plagiarism/>
The [Office of the Ombudsperson](https://uvicombudsperson.ca/tips/plagiarism/) 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. [https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUupdate Sept 2013.pdf](https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUupdate%20Sept%202013.pdf)