

ADVANCED CHILD CLINICAL PSYCHOLOGY (PSYC 337)

Fall 2019

Mondays 8:30-9:50am
Thursdays 10:00-11:20am
Biosciences Complex, Rm. 1102

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<i>Pronouns</i>	He/Him/His
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<i>Office and Office Hours</i>	AGSIP lounge on the 2 nd floor of Humphrey Hall Thursdays 11:30am-12:30pm
<i>Pronouns</i>	She/Her/Hers

ACKNOWLEDGEMENT OF TERRITORY

To begin, let us acknowledge that Queen's is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to live, learn and play on these lands.

To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous peoples who lived, and continue to live, upon it and whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area's Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First people from other Nations across Turtle Island present here today.

To read more about the history of the land, see the Queen's Encyclopedia at <http://www.queensu.ca/encyclopedia/t/traditional-territories>

COURSE DESCRIPTION

The purpose of this course to provide students with an advanced understanding of child and adolescent psychopathology with an emphasis on developmental considerations. Students will learn about different theoretical perspectives on the etiology, pathology, and treatment of a variety of child and adolescent mental disorders.

COURSE OBJECTIVES

At the end of this course, you should be able to do the following:

- Appreciate how different theoretical perspectives help to understand child and adolescent abnormal behavior and mental disorders

- Identify and describe the signs and symptoms of specific child and adolescent mental disorders
- Compare and contrast different child and adolescent mental disorders
- Identify which populations are more vulnerable to specific child and adolescent mental disorders
- Explain the causes of child and adolescent mental disorders
- Evaluate the validity and implications of research findings related to child clinical psychology
- Understand treatment and prevention strategies for specific child and adolescent mental disorders

REQUIRED TEXT

***Abnormal Child Psychology (7th ed.)* by Eric J. Mash and David A. Wolfe (Cengage Learning)**

The loose-leaf version of the textbook sold in the campus bookstore is bundled with the MindTap online resource. MindTap provides various resources to help study the material from each chapter. The use of this resource is recommended but not required (thus, purchasing a version of the textbook without MindTap would be fine). A copy of this book is available on reserve for up to 3-hour loans at Stauffer Library.

TOP HAT

We will be using the Top Hat (www.tophat.com) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message.

You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.

An email invitation was sent to you by email, but if you did not receive this email, you can register by simply visiting our course website: <https://app.tophat.com/e/107327>

Note: our Course Join Code is 107327.

Top Hat requires a paid subscription, and a full breakdown of all subscription options available can be found here: www.tophat.com/pricing. *Please let me know if paying for a Top Hat subscription would pose a financial hardship.*

Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email (support@tophat.com), the in-app support button, or by calling 1-888-663-5491.

COURSE WEB SITE

This syllabus, announcements, PowerPoint slides, and other course material will be posted on OnQ.

ACCOMMODATIONS STATEMENT

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see

<https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Please submit accommodation letters to our course TA, Tanya Tran.

ACADEMIC CONSIDERATION FOR STUDENTS WITH EXTENUATING CIRCUMSTANCES

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at

<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at:

<http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

ACADEMIC INTEGRITY

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities

<http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic->

calendars/regulations/academic-regulations/regulation-1), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

TURNITIN STATEMENT

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments to through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service, which governs users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin's Privacy Policy.

Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

COPYRIGHT OF COURSE MATERIALS

This course textbook is copyrighted and is for the sole use of students registered in PSYC 337. This material shall not be distributed or disseminated to anyone other than students registered in PSYC 337. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement. The material on the course website is copyrighted and is for the sole use of students registered in PSYC 337. The material on the website may be downloaded for a registered student's personal use, but shall not be distributed or disseminated to anyone other than students registered in PSYC 337. Failure to abide by these conditions is a breach

of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

PRIVACY STATEMENT

This course makes use of Top Hat and Turnitin. Be aware that by logging into Top Hat and Turnitin, you will be leaving onQ, and accessing their websites and programs. Your independent use of these sites, beyond what is required for the course (for example, purchasing the company's products), is subject to each company's terms of use and privacy policy. You are encouraged to review these documents, using the links below, before using the sites.

- Top Hat - <https://tophat.com/legal/privacy-policy/>
- Turnitin - http://turnitin.com/en_us/about-us/privacy

COURSE REQUIREMENTS

TOP HAT IN-CLASS AND AT-HOME PARTICIPATION (10%)

A maximum of 100 points can be earned for in-class and at-home participation. A maximum of 40 of these points can be earned for in-class participation throughout the semester with 2 points awarded for participation in one lecture via Top Hat. There will be 22 lectures. Thus, you have the flexibility of missing participation in up to 2 lectures without penalty. Everyone will receive points for the first lecture. To participate, you will need to bring an electronic device (e.g., smartphone, laptop, tablet) to use the Top Hat response system. Please contact me if you would not be able to bring one of the above electronic devices to class.

A maximum of 30 points can be earned from proposing test questions for each chapter assigned. For this assignment, you will propose 2 multiple-choice questions and 1 short-response question (2-4 sentences should be sufficient to answer the question) for each chapter. You will also include the answer to each multiple-choice question and a sample response for the short-response question. The purpose of this assignment is to encourage you to reflect and think deeply about what you have read before class. Each set of questions and answers submitted in Top Hat will be worth 2.5 points (must be submitted by class time the day they are due). Given that there will be 13 chapter readings, you may skip one set of test questions without penalty. I will include at least some of the proposed questions in the exams. The better the questions, the more questions I will include in the exams!

A maximum of 30 points can be earned from responding to case study prompts on Top Hat before we discuss them in class. Responses should be about 4 sentences in length. Each case study response will be worth 2.5 points (must be submitted by class time the day they are due). Given that there will be 13 case studies responses assigned, you may skip one case study response without penalty. Completing these case study responses will also help you prepare to discuss the case study in class.

The flexibility of missing up to 2 lectures, 1 set of test questions, and 1 case study response is provided to account for brief illnesses and distressing events that may occur during the course of the semester. I have decided to provide this flexibility automatically to all students to use at their discretion rather than requiring a Self Declaration for Brief Absence. Thus,

Self Declarations will not be necessary nor accepted for this portion of the course. Please pursue a Short-Term Extenuating Circumstances (more than 72 hours – 3 months) Academic Consideration or an Academic Accommodation for Students with Disabilities if greater flexibility is needed.

WRITTEN ASSIGNMENTS (30%)

There will be two written assignments. One paper will be completed individually in which you will find and write about the validity of a popular press article about a scientific finding related to child clinical psychology (~2 pages, 10% of grade). The second paper will be completed as a group of 4 students on an etiological factor (~8-10 pages, 20% of grade). Instructions for assignments (including page lengths, which may be different than above) will become available on OnQ (see course schedule for dates). Assignments are to be submitted electronically on OnQ via Turnitin (see below) by 11:59pm on the day they are due (see course schedule for dates). Late assignments will receive a penalty of a drop of one grade level (e.g., from “A” to “A-”) for each 24-hour period it is late. Assignments will not be accepted more than one week after the due date. Exemptions to the late penalty may be made for documented extenuating circumstances. Please email me and the TA as soon as you know you will be needing an extension.

EXAMS (60%)

There will be a midterm and a final exam (non-cumulative), each worth 30% of your grade. Exams may be in the form of short answer, fill-in-the-blank, matching, and multiple-choice. Questions will cover material presented in class and material presented in the readings. You are responsible for *all* materials covered in lecture AND in the assigned reading.

A make-up midterm exam has been scheduled for Saturday, November 2, 2019 at 1pm in Mitchell Hall Room 300 for students unable to write the midterm exam due to a documented extenuating circumstances, such as a major illness, accident, or death in the family. Please email me and the course TA as soon as you know you will be missing the exam.

LOCATION AND TIMING OF FINAL EXAMINATION

The exam dates for each Term are listed on the Faculty of Arts and Science webpage under “Important Dates.” Student exam schedules for the Fall Term are posted via SOLUS immediately prior to the Thanksgiving holiday. **Students should delay finalizing any travel plans until after the examination schedule has been posted.** Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations. Also, as indicated in Academic Regulation 8.3, students must write all final examinations in all on-campus courses on the Kingston campus.

GRADING

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale (see below).

Arts & Science Letter Grade Input Scheme

Assignment mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
F0 (0)	0

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

TENTATIVE COURSE SCHEDULE

DATE	TOPIC	READING	ASSIGNMENT DUE
Thu, Sep. 5	Introduction	Ch. 1	Ch 1 Test Questions (extension until Oct 11)
Mon, Sep. 9	Theories and Causes	Ch. 2	Ch 2 Test Questions (extension until Oct 11)
Thu, Sep. 12	Assessment, Diagnosis, and Treatment	Ch. 4	Ch 4 Test Questions (extension until Oct 11)
Mon, Sep. 16	Depressive and Bipolar Disorders	Ch. 10	Ch 10 Test Questions
Thu, Sep. 19		Depression case study (Kearney casebook, Ch 3)	<i>Assignment 1 Assigned</i> Case Study Q1
Mon, Sep. 23		Bipolar case study (Wilmhurst casebook, Ch 19)	Case Study Q2
Thu, Sep. 26	Anxiety and Obsessive-Compulsive Disorders	Ch. 11	Ch 11 Test Questions
Mon, Sep. 30		Separation anxiety disorder case study (DSM-5 casebook, Ch3)	Case Study Q3
Thu, Oct. 3		GAD case study (Wilmhurst casebook, Ch 14) OCD case study (Wilmhurst casebook, Ch 15)	Case Study Q4
Fri, Oct. 4			Assignment 1 Due
Mon, Oct. 7	Trauma- and Stressor-Related Disorders (pt 1)	Ch. 12	Ch 12 Test Questions
Thu, Oct. 10	Eating Disorders – Guest Lecture by Jeffrey Eugene, MD (Adolescent Medicine Fellow at Children’s Hospital of Philadelphia)	Reading TBA Case Study TBA	Test Questions Case Study Q5
Mon, Oct. 14	NO CLASS		
Thu, Oct. 17	Trauma- and Stressor-Related Disorders (pt 2)	PTSD case study (Wilmhurst casebook, Ch 23)	Case Study Q6
Mon, Oct. 21	MIDTERM EXAM		
Thu, Oct. 24	NO CLASS		

Mon, Oct. 28	Conduct Problems	Ch. 9	Ch 9 Test Questions
Thu, Oct. 31		Conduct problems case study (DSM-5 casebook, Ch 13)	<i>Assignment 2 Assigned</i> Case Study Q7
Mon, Nov. 4		Mixed Case Study 2 (Kearney, Ch 14)	Case Study Q8
Thu, Nov. 7	Childhood-Onset Schizophrenia – Guest Lecture by Tanya Tran, MSc (Course TA and Clinical Psychology Graduate Student at Queen’s University)	Reading TBA Case Study TBA	Test Questions Case Study Q9
Mon, Nov. 11	Attention-Deficit/Hyperactivity Disorder – Guest Lecture by Tanya Tran, MSc	Ch. 8	Ch 8 Test Questions
Thu, Nov. 14		ADHD case study (DSM-5 casebook Ch 1)	Case Study Q10
Mon, Nov. 18	Autism Spectrum Disorder	Ch. 6	Ch 6 Test Questions
Thu, Nov. 21		Autism case study (Wilmhurst casebook, Ch 7)	Case Study Q11
Mon, Nov. 25	Health-Related and Substance-Use Disorders	Ch. 13 Substance use case study (Wilmhurst casebook, Ch 20)	Ch 13 Test Questions Case Study Q12
Thu, Nov. 28	Borderline Personality and Self-Inflicted Injury	Ch. 19 (<i>Child and Adolescent Psychopathology</i> book) Borderline personality case study (Wilmhurst casebook, Ch 22)	Ch 19 Test Questions Case Study Q13
Fri, Nov. 29			Assignment 2 Due
TBA	FINAL EXAM		

Please note that I reserve the right to modify the course syllabus during the semester as the course progresses and external events may dictate. Any changes made will be communicated to you in class and/or via your Queen’s email, and changes will be made to the syllabus shared on OnQ.