

## ADVANCED CHILD CLINICAL PSYCHOLOGY (PSYC 337)

Fall 2022

### Blended Course with Asynchronous Lectures and In-Person Interactive Class

**Lectures:** Videos posted on Wednesdays at 12:00pm on OnQ

**In-Person Interactive Class:** Tuesdays 8:30am – 9:50am; Kingston Hall, Room 101

*All times reported are in Eastern Time*

|                                |   |
|--------------------------------|---|
| <b>PROFESSOR</b>               | Luis Flores, PhD, C Psych   |
| <i>E-mail</i>                  | luis.flores@queensu.ca  |
| <i>Telephone</i>               | 613-533-3177 (email is better)  |
| <i>Hybrid Office Hours</i>     | Tuesdays 10-11 am (in-person or virtual)<br>Humphrey 357 or see below for Zoom link |
| <i>Pronouns</i>                | He/Him/His  |
|                                |   |
| <b>TEACHING ASSISTANTS</b>     |   |
| <i>Name</i>                    | Anna Gallagher  |
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| <i>Office and Office Hours</i> | TBD   |
| <i>Pronouns</i>                | She/Her/Hers  |
|                                |   |
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| <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 be 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.” - [Four Directions Indigenous Student Centre, Queen’s University](#)

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 psychopathology
- 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
- Understand treatment and prevention strategies for specific child and adolescent mental disorders
- Review and evaluate research findings related to the development and treatment of child and adolescent mental disorders
- Propose new future directions for research related to child clinical psychology

## **REQUIRED TEXT**

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

Hard copy and electronic versions of the textbook bundled with the MindTap online resource are sold at the campus bookstore and at the Cengage website ([click here](#)). 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).

## **COURSE WEB SITE**

This syllabus, announcements, PowerPoint presentations and slides, assignment portals, and other course material can be found on OnQ.

## **HYBRID OFFICE HOUR**

I will host a hybrid office hour each week on Tuesdays 10-11am. I will be available in-person in Humphrey 357 (masks required) AND via Zoom. The link each week will be: [see course syllabus on OnQ for link]

If you'd like to attend virtually, **email me when you enter the "Waiting Room,"** so I know you are waiting and the order in which students enter the waiting room. I will speak with one student at a time while other students wait in the "Waiting Room."

## **EQUITY, DIVERSITY, AND INCLUSION STATEMENT**

Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect, and systemic discrimination exists within our institutional structures, policies, and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith, and socioeconomic status, among other examples.

## **ETIQUETTE STATEMENT**

University is a place to share, question, and challenge ideas. Each student brings a different set of lived experiences. You can help to create a safe, respectful place for learners by promoting the following guidelines:

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on other people's lives and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's alright to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.
9. Remember that most likely there are students in the course who have personal experience with the mental disorders we cover in class. Be sure to discuss the content of the course in a respectful and sensitive manner.

## **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 their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at [Senate in November 2016](#). 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](#).

*Please send emails regarding accommodations and considerations to Tara Karasewich, Accommodations and Learning Management Systems Assistant, at [psyc.accom@queensu.ca](mailto:psyc.accom@queensu.ca)*

## **ACADEMIC CONSIDERATION FOR STUDENTS WITH EXTENUATING CIRCUMSTANCES**

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics.

This may include but is not limited to:

- Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)
- Responses to traumatic events (e.g., Death of a loved one, divorce, sexual assault, social injustice, etc.)
- Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

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](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

For guidance on **submitting requests**, please see refer to the Resource Guides available on the [Academic Consideration website](#) under "Applying for Academic Consideration."

**Note:** The COVID-19 pandemic is an evolving situation. If you have symptoms or are deemed a close contact of someone with COVID, please access our **COVID-Related Absence Reference Guide** on the [Academic Consideration website](#). This guide will provide you with information on applying for consideration, the types of documentation (including non-medical documentation) you can use to support your request, as well as insight into how the Faculty office will assess these requests.

*If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following contact information:*

*Instructor/Course Coordinator Name: Tara Karasewich*

*Instructor/Course Coordinator email address: [psyc.accom@queensu.ca](mailto:psyc.accom@queensu.ca)*

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their Professors/Course Coordinators as soon as possible once Consideration has been granted. Any delay in contact may limit the Consideration options available.

Please follow up with Tara Karasewich by email within 3 days of receiving verification of your Consideration request.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, [please see our website](#).

## **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. 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](#)).

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](#)), on the [Arts and Science website](#), 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 uses Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments 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 to detect 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 select the authenticity of work as a part of a larger process.

Please read [Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service](#), which govern 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**

Unless otherwise stated, 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 this course.

## **PRIVACY STATEMENT**

This course makes use of FeedbackFruits and Turnitin. Be aware that by logging into 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.

- FeedbackFruits - <https://feedbackfruits.com/privacy>
- Turnitin - [http://turnitin.com/en\\_us/about-us/privacy](http://turnitin.com/en_us/about-us/privacy)

## **COURSE REQUIREMENTS**

### **PARTICIPATION (10%)**

Complete the following each week (see participation rubric for grading details):

Online Lecture Videos – View lecture videos on OnQ **before** in-person class.

Case Study Response – Respond to a case study prompt **before** in-person class. Be prepared to discuss the prompt further in class.

In-Person Interactive Class – Actively participate during in-person class each week.

### **WRITTEN ASSIGNMENTS (30%)**

You will be assigned to teams of ~4 students in the fourth week of class. You will complete one written assignment as individuals and one written assignment together. First, in the individual written assignment, you will review research about the role of an etiological/risk/associated factor in the development and treatment of a particular mental disorder (~2 pages, 15% of grade). Then, for the team written assignment, you will write a research proposal related to the mental disorder assigned to your team (~6-8 pages, 15% 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). If you need an extension, there will be a portal on OnQ to submit a 7-day extension request prior to the deadline. Late assignments will receive a penalty of 10% for each 24-hour period it is late. Exemptions to the late penalty may be made for documented extenuating circumstances.

### **EXAMS (60%)**

There will be a midterm exam and a final exam (non-cumulative), each worth 30% of your grade (see course schedule below for dates). Exams will be administered in-person and will be “closed-book.” Exams will include a section of multiple-choice questions and a section of short answer and/or long response questions. A study guide will be shared about one week before the exams. Questions will cover material presented in class (in-person and online) and

material presented in the readings. You are responsible for *all* materials covered in lecture/class AND in the assigned reading.

The make-up midterm exam has been scheduled for Saturday, November 5<sup>th</sup> at 9am. See “Academic Consideration for Students with Extenuating Circumstances” section above for guidance on what is considered an extenuating circumstance to miss an exam and on submitting a request to miss the exam. Please email me and Tara Karasewich as soon as you know you will be missing the exam. **Exams will not be moved or deferred to accommodate employment, travel/holiday plans, or flight reservations.**

### **Timing of Final Examinations**

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; they are posted on the Friday before Reading Week for the Winter Term and for the summer term, they are individually noted on the Arts and Science Online syllabi. **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.**

### **SUGGESTED TIME COMMITMENT**

In this course, you should expect to invest on average 8 to 10 hours per week. This will include the time you spend watching lecture videos, attending in-person class, studying course material, answering case study questions, and preparing for your larger assignments and exams. You are encouraged to use a term calendar and a weekly study schedule (visit Student Academic Success Services, SASS; <https://sass.queensu.ca/>) that distributes the 8-10 hours per week and avoid “cramming.” This way you will be more likely to complete the course successfully and remember what you learned longer.

## 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*

| <b>Assignment mark</b> | <b>Numerical value for calculation of final mark</b> |
|------------------------|--|
| 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*

| <b>Grade</b> | <b>Numerical Course Average (Range)</b> |
|--------------|---|
| 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  | MODULE - TOPIC   | READING   | ASSIGNMENT DUE  |
|---|--|---|---|
| <b>OnQ:</b> Sep. 7-12<br><b>In-Class:</b> Sep. 13                                 | 1 - Introduction   | Ch. 1   | Post Headshots on OnQ   |
| <b>OnQ:</b> Sep. 14-19<br><b>In-Class:</b> Sep. 20                                | 2- Theories and Causes;<br>Assessment, Diagnosis, and<br>Treatment             | Ch. 2 and 4   | <i>Assignment 1 Assigned</i>                                  |
| <b>OnQ:</b> Sep. 21-26<br><b>In-Class:</b> Sep. 27                                | 3 - Autism Spectrum<br>Disorder (ASD)  | Ch. 6 (ASD sections)<br>Autism case study<br>(Wilmhurst casebook, Ch 7)   | Case Study Q1   |
| <b>OnQ:</b><br>Sep. 28 – Oct. 3<br><b>In-Class:</b> Oct. 4                        | 4 - Attention-Deficit/<br>Hyperactivity Disorder<br>(ADHD)                     | Ch. 8<br>ADHD case study<br>(DSM-5 casebook Ch 1)   | Case Study Q2<br><i>Assignment 1 Due<br/>Oct 7 at 11:59pm</i> |
| <b>OnQ:</b> Oct. 5-17<br><b>Fall Break:</b> Oct. 8-16<br><b>In-Class:</b> Oct. 18 | 5 - Conduct Problems*  | Ch. 9<br>Conduct problems case<br>study (DSM-5 casebook, Ch 13)   | Case Study Q3   |
| <b>Study:</b> Oct. 19-24<br><b>In-Class:</b> Oct. 25                              | <b><i>In-Person Midterm Exam –<br/>October 25<sup>th</sup> 8:30-9:50am</i></b> | <b><i>Study for Midterm</i></b>   |   |
| <b>OnQ:</b> Oct. 26-31<br><b>In-Class:</b> Nov. 1                                 | 6 - Depressive and Bipolar<br>Disorders*                                       | Ch. 10<br>Depression case study<br>(Kearney casebook, Ch 3)   | Case Study Q4<br><i>Assignment 2 Assigned</i>                 |
| <b>OnQ:</b> Nov. 2-7<br><b>In-Class:</b> Nov. 8                                   | 7 - Anxiety and Obsessive-<br>Compulsive Disorders*                            | Ch. 11<br>GAD case study<br>(Wilmhurst casebook, Ch 14)   | Case Study Q5   |
| <b>OnQ:</b> Nov. 9-14<br><b>In-Class:</b> Nov. 15                                 | 8 - Trauma- and Stressor-<br>Related Disorders                                 | Ch. 12<br>PTSD case study<br>(Wilmhurst casebook, Ch 23)  | Case Study Q6   |
| <b>OnQ:</b> Nov. 16-21<br><b>In-Class:</b> Nov. 22                                | 9 - Substance Use and Sleep<br>Disorders                                       | Ch. 13 (Substance Use and<br>Sleep Disorders sections)<br>Substance use case study<br>(Wilmhurst casebook, Ch 20) | Case Study Q7   |
| <b>OnQ:</b> Nov. 23-28<br><b>In-Class:</b> Nov. 29                                | 10 - Eating Disorders and<br>Borderline Personality                            | Articles posted on OnQ<br><br>Borderline personality case<br>study (Wilmhurst casebook,<br>Ch 22)                 | Case Study Q8   |
| <b>Catch-Up:</b><br>Nov. 30 – Dec. 5  | Catch-Up and<br>Finish Research Proposals                                      |   | <i>Assignment 2 Due<br/>Dec 2 at 11:59pm</i>                  |
| <b>TBD</b>  | <b>In-Person Final Exam</b>  |   |   |

\* Topics with an asterisk will have a higher weight on the exams given the wealth of influential research in these topics on the child clinical psychology field. Thus, lecture videos may be a bit longer these weeks, and I suggest spending some extra time studying these topics.

**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.**