

## ADVANCED CHILD CLINICAL PSYCHOLOGY (PSYC 337)

Fall 2021

Remote Course with Asynchronous Lectures and Synchronous Discussions

Lectures: Videos posted on Mondays at 2:30pm

Synchronous Discussions: Thursdays 4:00-4:50pm

*All times reported below are 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>Office and Office Hours</i>	Mondays 2:30-3:30pm (Virtual; see below for Zoom link)
<i>Pronouns</i>	He/Him/His
<b>TEACHING ASSISTANTS</b>	
<i>Name</i>	Sung Min (Accommodations, Case Studies, Assignments)
<i>E-mail</i>	Sung.Min@queensu.ca
<i>Office and Office Hours</i>	Zoom or Teams TBD
<i>dPronouns</i>	Sher/Her/Hers
<i>Name</i>	Laura De La Roche (Course Content, Midterm Exam)
<i>E-mail</i>	14ldlr@queensu.ca
<i>Office and Office Hours</i>	Zoom or Teams TBD
<i>Pronouns</i>	Sher/Her/Hers
<i>Name</i>	Stephanie Manuel (Course Content, Midterm and Final Exams)
<i>E-mail</i>	sm384@queensu.ca
<i>Office and Office Hours</i>	Zoom or Teams TBD
<i>Pronouns</i>	She/Her/Hers
<i>Name</i>	Emilia Sherifi (Course Content, Final Exam)
<i>E-mail</i>	18es39@queensu.ca
<i>Office and Office Hours</i>	Zoom or Teams TBD
<i>Pronouns</i>	Sher/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 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
- 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 Learning)**

Hard copy and electronic versions of the textbook bundled with the MindTap online resource are sold at the campus bookstore. 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.

### **OFFICE HOURS**

Virtual Office Hour – I will host a virtual office hour each week on Mondays 2:30-3:30pm via Zoom. The link each week will be:  
<https://queensu.zoom.us/j/99501744425?pwd=ZGtueGIyUWZzU1VpLzJGc2pSMjkxQT09>

Email me when you enter the “Waiting Room,” so I know you are waiting and to give me a chance to verify that you are a student in the course. I will speak with one student at a time while other students wait in the “Waiting Room.”

### **SYNCHRONOUS DISCUSSIONS**

These discussion sessions will include a variety of interactive activities, including multiple-choice questions, breakout small group discussions, and opportunities for students to ask questions. Students can ask questions by “raising their hand,” typing a question in the chat box, or submitting a question before discussion on OnQ. The Zoom link each week will be: <https://queensu.zoom.us/j/93475296878?pwd=QVJvOUwyWS9TVzFqbTI3T1Vtb3k2dz09> Please note that you need to sign in with a “queensu.ca” account to enter the room.

### **NOTICE OF RECORDING**

Synchronous (live) classes will be delivered in this course through a video conferencing platform supported by the University [MS Teams or Zoom etc]. The University has taken steps to configure these platforms in a secure manner. Classes may be recorded with video and audio (and in some cases transcription) and may be made available to students in the course for the duration of the term. The recordings may capture your name, image or voice through the video and audio recordings. By attending these live classes, you are consenting to the collection of this information for the purposes of administering the class and associated coursework. If you are concerned about the collection of your name and other personal information in the class, please contact the course instructor to identify possible alternatives.

To learn more about how your personal information is collected, used and disclosed by Queen’s University, please see the [Notice of Collection, Use and Disclosure of Personal Information](#).

### **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.

### **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 submit accommodation letters to our accommodations course TA, Sung Min.*

## **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.

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: Luis Flores

Instructor/Course Coordinator email address: [luis.flores@queensu.ca](mailto:luis.flores@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.

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 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.

- Turnitin - [http://turnitin.com/en\\_us/about-us/privacy](http://turnitin.com/en_us/about-us/privacy)

## **COURSE REQUIREMENTS**

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

Introductory Activity – To earn 6 points toward your Participation grade, please complete the following two introductory activities (by 11:59pm on Sept 20 or within one week of enrolling in the course): (1) take the “introduction survey” (3 points); and (2) post a headshot of yourself and state your favorite movie growing up on OnQ to introduce yourself! (3 points). See OnQ course website (Content – Week 1) for further instructions.

Discussion Participation – A maximum of 45 points can be earned by attending the weekly synchronous discussion sessions. Attending each discussion session is worth 5 points. There will be 10 discussion sessions, so there is leniency to miss 1 discussion session. Attendance will be recorded by having you enter a password on OnQ during the discussion session.

*Please contact me if attending synchronous discussion sessions is not feasible (e.g., due to being in a distant international time zone this semester).*

Case Studies – A maximum of 49 points can be earned from responding to case study prompts on OnQ. Case study readings and prompts will be posted on OnQ (1-2 case studies per unit). Responses are required to be no more than 5 sentences in length. Each case study response will be worth 7 points. Case study prompts will be graded on depth of analysis/thoughtfulness and clarity: 7 points will be given to very thoughtful and clear responses; 5 points will be given to thoughtful and clear responses; 3 points will be given to responses that need improvement. Given that there will be 8 case studies assigned, I will drop your lowest case study score. Case study responses are due by 11:59pm each Friday (with a grace period until 11:59pm the following Monday).

The grace periods for completing written assignments (including case study responses) and the flexibility of missing one discussion session and dropping one 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.

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

You will be assigned to groups of 4 students in the fourth week of class. You will complete two written assignments together over the course of the semester. In the first paper, you will review research about the role of an etiological/risk/associated factor in the development and treatment of a particular mental disorder (~6-8 pages, 15% of grade). In the second paper, you will write a research proposal related to the etiological/risk/associated factor that you wrote about in the first paper (~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). 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 “at-home” exam (non-cumulative), each worth 30% of your grade. Exams will be considered “open-book” and will be posted on OnQ for a 24-hour period starting at 8:30am (see schedule below for dates). Once you begin an exam, you will have up to 3 hours to complete the exam. Questions may be in the form of short answer or long response. Questions will cover material presented in lecture videos 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 a 24-hour period starting at 8:30am on Friday, October 29, 2021 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 TAs 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 discussion section, studying course material, and completing weekly homework or 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	TOPIC	READING	ASSIGNMENT DUE
Sep. 9	Introduction	Ch. 1	Everyone gets credit for attending the discussion!
Sep. 13-17	Theories and Causes; Assessment, Diagnosis, and Treatment	Ch. 2 and 4	Introductory Activity Due by 11:59pm Mon Sept 20 OR within one week of enrolling in the course
Sep. 20-24	Autism Spectrum Disorder (ASD)	Ch. 6 (ASD sections) Autism case study (Wilmhurst casebook, Ch 7)	Case Study Q1 Case Study responses are due by Friday at 11:59pm with a grace period until the following Monday at 11:59pm
Sep. 27 – Oct. 1	Attention-Deficit/Hyperactivity Disorder (ADHD)	Ch. 8 ADHD case study (DSM-5 casebook Ch 1)	Case Study Q2 <i>Assignment 1 Assigned</i>
Oct. 4-8	Conduct Problems*	Ch. 9 Conduct problems case study (DSM-5 casebook, Ch 13)	Case Study Q3
<b>Oct. 11-15</b>	<b>FALL BREAK!!!</b>		
<b>Oct. 18-22</b>	<b><i>3-Hour At-Home Midterm Exam</i></b>	<b><i>Study for Midterm (No Discussion this Week)</i></b>	<b><i>Thursday Oct 21 at 4pm (grace period of 24 hours to complete 3-hour exam)</i></b>
Oct. 25-29	Depressive and Bipolar Disorders*	Ch. 10 Depression case study (Kearney casebook, Ch 3)	Case Study Q4
Nov. 1-5	Anxiety and Obsessive-Compulsive Disorders*	Ch. 11 GAD case study (Wilmhurst casebook, Ch 14)	Case Study Q5  <i>Assignment 1 Due Nov 5 at 11:59pm; Grace period until Nov 8 at 11:59pm</i>
Nov. 8-12	Trauma- and Stressor-Related Disorders	Ch. 12 PTSD case study (Wilmhurst casebook, Ch 23)	Case Study Q6 <i>Assignment 2 Assigned</i>
Nov. 15-19	Substance Use and Sleep Disorders	Ch. 13 Substance use case study (Wilmhurst casebook, Ch 20)	Case Study Q7

Nov. 22-26	Eating Disorders and Borderline Personality	Articles posted on OnQ Borderline personality case study (Wilmhurst casebook, Ch 22)	Case Study Q8
Nov. 29 – Dec. 3	Catch-Up and Finish Final Projects	No Discussion Session This Week	<i>Assignment 2 Due Nov 30 at 11:59pm; Grace period until Dec 3 at 11:59pm</i>
<b>TBD</b>	<b>At-Home 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.**