

ADVANCED CHILD CLINICAL PSYCHOLOGY (PSYC 337)
Winter 2024

ACKNOWLEDGEMENT OF TERRITORY

Let us acknowledge that Queen's University occupies traditional Anishinaabe and Haudenosaunee territory. 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 are tied to the land and continue to develop in relationship to the territory and its other inhabitants today. Indigenous communities in Kingston/Katarokwi continue to reflect the area's Anishinaabe and Haudenosaunee roots. There is also a significant Métis community and First Peoples from other Nations across Turtle Island present here today. To read more about the history of the land, see the Queen's Encyclopedia and to learn more about land acknowledgements, [see the Office of Indigenous Initiatives](#).

COURSE DESCRIPTION

Welcome to Psyc 337! The purpose of this course is 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. This course is conducted as a blended course with asynchronous lectures and in-person active learning classes. What I find exciting about this approach is that it assigns students a more active role in their learning compared to a traditional format. Participation deadlines are provided each week to guide students through learning activities that help students identify and digest the main ideas of the course. Students then come to in-person class well-prepared to engage in discussions and activities that encourage application and critical thinking of course concepts.

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 applied research findings to better understand a public health issue related to child and adolescent clinical psychology
- Develop a proposal that helps address a public health issue related to child and adolescent clinical psychology

REQUIRED TEXT

***Child Psychopathology (8th ed.)* by Eric J. Mash, David A. Wolfe, and Katherine Nguyen Williams (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](#). MindTap provides various resources to help study the material from each chapter. The use of this resource is required.

COURSE WEB SITE

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

HYBRID OFFICE HOUR

Hybrid Office Hour – I will host a hybrid office hour each week. The Day/Time, Office Number, and Zoom link are posted on OnQ.

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.”

Teaching Assistants will also post information about their office hours on OnQ.

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. In this class I will work to promote an anti-discriminatory, anti-racist and accountable environment where everyone feels welcome. Every member of this class is asked to show respect for every other member.

BUILDING A CLASSROOM COMMUNITY

University is a place to share, question, and challenge ideas. Each student brings a different set of lived experiences. You can help create a safer, more respectful place for learners by following these 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. Recognize and value the experiences, abilities, and knowledge each person brings to the course.
4. Acknowledge the impact of oppression on other people's lives and make sure your words and tone are respectful and inclusive.
5. Encourage others to develop and share their ideas.

6. Pay close attention to what your peers say/write before you respond. Think through and re-read what you have written before you post online or send your comments to others.
7. Be open to having your ideas challenged and challenge others with the intent of facilitating growth.
8. Look for opportunities to agree with one another, building on and intentionally referencing peers' thoughts and ideas; disagree with ideas without making personal attacks, demeaning, or embarrassing others.

FOSTERING ACCESSIBILITY

All of us have a shared responsibility for fostering accessibility and promoting meaningful inclusion of those with disabilities. [Accessibility Hub](#) at Queen's University's Human Rights & Equity Office offer a host of [tutorials](#) that provide us all with practical tips for:

- Creating accessible documents, e.g., to submit to your teaching team or share with peers in peer feedback activities/in a presentation,
- Emails, e.g., while communicating with group members or your teaching team, and
- Meeting practices (e.g., in tutorials/labs/seminars or virtual meetings).

NAME/PRONOUN

If, for whatever reason, you wish to change how your name appears in onQ and/or on class lists, please follow these steps. You may also use this process to add your pronouns to the appearance of your name.

1. Log into SOLUS.
2. Click on Personal Information tab.
3. Click on the Names tab
4. Click on the Add New Name tab
5. Choose Preferred from the Name Type drop down menu
6. Enter the name you would like to appear in onQ and/or on class lists.
7. Click Save.

Please allow 24 to 48 hours for your name to be registered within the system. If you have further questions or concerns, please contact ITS at Queen's University.

ACADEMIC SUPPORT

All undergraduate students face new learning and writing challenges as they progress through university: essays and reports become more complex; effectively incorporating research into writing becomes more important; the types of assignments become more diverse; managing your time and developing the skills you need to read and think critically gets more challenging. I encourage students to contact Student Academic Success Services (SASS). SASS offers many different ways to receive support:

- Free online or in-person [appointments](#) to get personalized support on writing and academic skills from expert staff and trained peers.
- [Workshops](#) and [drop-in programs](#). SASS' [Events Calendar lists events coming soon](#).
- [Online resources](#) that provide strategies for academic skills and writing development at university.
- If English is not your first language, SASS has specific resources for [English as Additional Language students](#), including weekly programs and EAL academic skills

appointments. You can meet on an ongoing basis with an EAL consultant to work on your academic writing, speaking, listening, and reading skills.

ACCOMMODATIONS FOR DISABILITIES

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the [QSAS website](#) to learn more about academic accommodations or start the registration process with QSAS by clicking *Access Ventus* button at [Ventus | Accessibility Services | Queen's \(queensu.ca\)](#)

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

To learn more go to: <https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students>

Please send emails regarding accommodations and considerations to Accommodations and Learning Management Systems Assistant (see OnQ for email address).

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 Illness or Injury (stomach flu, anxiety/depression, mononucleosis, concussion, broken bones, surgery, medical treatments, etc.)**
- **Traumatic Event/Confidential (Bereavement, serious injury, illness or required treatment for a significant other/family member or a traumatic event such as divorce, sexual assault, social injustice, etc.)**
- **Requirements by Law or Public Health Authorities (court dates, jury duty, requirements to isolate, etc.)**
- **Significant Event (varsity athletic event, distinguished event, serving in the Reserve Forces, 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. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on [Academic Consideration in Extenuating Circumstances](#) and submit a request via the [Academic Consideration Request Portal](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once academic consideration has been granted. Any delay in contact may limit the options available for academic consideration.

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 the Faculty of Arts and Science's [Academic Consideration website](#).

Please see the Teaching Team page for contact information for your instructor and TA(s), where relevant.

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: See OnQ syllabus for name

Instructor/Course Coordinator email address: See OnQ syllabus for email address

Please follow up with Accommodations and Learning Management Systems Assistant by email within 3 days of receiving verification of your Consideration request.

QUEEN'S POLICY STATEMENT ON ACADEMIC INTEGRITY

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge, and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Queen's students, faculty, administrators and staff therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility and by the quality of courage. These values and qualities 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.

The following statements from "The Fundamental Values of Academic Integrity" (2nd edition), developed by the International Center for Academic Integrity (ICAI), contextualize these values and qualities:

1. **Honesty** – Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.
2. **Trust** – Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.
3. **Fairness** – Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.
4. **Respect** – Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas.
5. **Responsibility** – Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.
6. **Courage** – To develop and sustain communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action -- standing up for them in the face of pressure and adversity — requires determination, commitment, and courage.

Students are responsible for familiarizing themselves with and adhering to the Senate [regulations](#) concerning academic integrity, along with [Faculty or School](#) specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

Queen's [Student Academic Success Services](#) (SASS) offers a self-directed, online academic integrity module which we encourage all students to take which will help with:

- Understanding the nature of the academic integrity departure
- Understanding the expectations of and role of sources in scholarly writing
- Integrating sources into your writing (paraphrasing, quoting, summarizing)
- Understanding when and how to cite your sources
- Managing your time effectively to avoid the need for shortcuts
- Taking effective notes to ensure accuracy of source material and correct attribution

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 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 plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence ([AI-generated text](#)). These results are not reported to your instructor at this time but could be in the future.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. The similarity report generated after an assignment file is submitted produces a similarity score for each assignment. A similarity score is the percentage of writing that is similar to content found on the internet or the Turnitin extensive database of content. 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 Policy](#), [Acceptable Use Policy](#) and [End-User License Agreement](#), 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.

Portions of this document have been adapted, with permission, from the University of Toronto Centre for Teaching Support and Innovation tip sheet "[Turnitin: An Electronic Resource to Deter Plagiarism](#)".

COPYRIGHT OF COURSE MATERIALS

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

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

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.

MindTap Mastery Training – Practice chapter concepts **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.

UNHOUSED POPULATIONS TERM PROJECT (30%)

This semester our course will have the opportunity to partner with the City of Kingston about a mental health-related public health issue. The City of Kingston is interested in hearing proposals from our class about how to better address mental health issues in unhoused youth populations. Students will be assigned to teams of ~4 students in the third week of class to develop proposals. First, students will learn more about mental health issues in unhoused youth populations by completing an individual written assignment, in which each teammate will review research on a distinct topic related to this public health issue (~2 pages, 15% of grade). Then, each team will develop and record a presentation proposing an initiative that could help address mental health issues in unhoused youth populations in the City of Kingston (~10 min, 15% of grade). Instructions for assignments (including maximum page or presentation length, which may be different than above) will become available on OnQ (see course schedule for dates). Assignments are to be submitted electronically on OnQ 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, March 23rd. 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 Accommodations and Learning Management Systems Assistant 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

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	MODULE - TOPIC	READING	ASSIGNMENT DUE
In-Class: Jan. 8	WELCOME TO PSYC 337!!!		
OnQ: Jan. 9-14 In-Class: Jan. 15	1 - Introduction	Ch. 1	Post Headshots on OnQ
OnQ: Jan. 16-21 In-Class: Jan. 22	2- Theories and Causes; Assessment, Diagnosis, and Treatment	Ch. 2 and 4	
OnQ: Jan. 23-28 In-Class: Jan. 29	Term Project - Unhoused Populations and Mental Health	TBD	<i>Assignment 1 Assigned Submit/Bring Questions for Q&A Session</i>
OnQ: Jan. 30-Feb. 4 In-Class: Feb. 5	3 - Autism Spectrum Disorder (ASD)	Ch. 6 (ASD sections) Autism case study (Wilmhurst casebook, Ch 7)	Case Study Q1 Mastery Training Ch 6
OnQ: Feb. 6-11 In-Class: Feb. 12	4 - Attention-Deficit/ Hyperactivity Disorder (ADHD)	Ch. 8 ADHD case study (DSM-5 casebook Ch 1)	Case Study Q2 Mastery Training Ch 8
OnQ: Feb. 13-25 Reading Week: Feb. 19-23 In-Class: Feb. 26	5 - Conduct Problems*	Ch. 9 Conduct problems case study (DSM-5 casebook, Ch 13)	<i>Assignment 1 Due Feb 15 at 11:59pm Case Study Q3 Mastery Training Ch 9</i>
Study: Feb. 27 – Mar. 3 In-Class: Mar. 4	<i>In-Person Midterm Exam – March 4th 8:30-9:50am</i>	<i>Study for Midterm</i>	
In-Class: Mar. 11	NO CLASS – Dr. Flores at conference		<i>Assignment 2 Assigned</i>
OnQ: Mar. 5-17 In-Class: Mar. 18	6 - Depressive and Bipolar Disorders*	Ch. 10 Depression case study (Kearney casebook, Ch 3)	Case Study Q4 Mastery Training Ch 10
OnQ: Mar. 19-24 In-Class: Mar. 25	7 - Anxiety and Obsessive- Compulsive Disorders*	Ch. 11 GAD case study (Wilmhurst casebook, Ch 14)	Case Study Q5 Mastery Training Ch 11
OnQ: Mar. 26-31 In-Class: Apr. 1	8 - Trauma- and Stressor- Related Disorders	Ch. 12 PTSD case study (Wilmhurst casebook, Ch 23)	Case Study Q6 Mastery Training Ch 12
OnQ: Apr. 2-7 In-Class: Apr. 8	9 - Eating Disorders and Borderline Personality	Articles posted on OnQ Borderline personality case study (Wilmhurst casebook, Ch 22)	Case Study Q7 <i>Assignment 2 Due Apr 8 at 11:59pm</i>
TBD	In-Person Final Exam		

* 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.