

CHILD-ADOLESCENT CLINICAL PSYCHOLOGY
PSYC 809
WINTER 2025

Instructor

Dr. Kate Harkness (she/her)
harkness@queensu.ca
Office hours: by appointment

Land Acknowledgement

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. – [Four Directions Indigenous Student Centre, Queen's University](#)

Acknowledgement of Syllabus Content

Some of the content below is derived from Dr. Jeremy Stewart's F22 PSYC809 syllabus. As I am only teaching this course for this one term to replace Dr. Stewart's sabbatical leave, I chose not to 'reinvent the wheel'. I provide this content below with Dr. Stewart's permission.

Course Description

Following the completion of PSYC 809, students will have a theoretical and practical understanding of the etiology and fundamental clinical characteristics of child and adolescent mental disorders. This course provides an in-depth study of child and adolescent psychiatric disorders such as ADHD, conduct disorder, separation anxiety disorder, and major depressive disorder. The primary focus will be on descriptive aspects of these disorders including epidemiology, classification, phenomenology, etiology, and course of illness. Discussions will critically examine the current state of research on child and adolescent psychopathology, including themes and controversies; a developmental psychopathology perspective will be highlighted wherever appropriate. Treatment issues will not be discussed in detail, as they are covered in other courses.

Course Learning Outcomes (CLOs)

By the end of this course, students will demonstrate:

CLO1 Knowledge of the classification and diagnostic criteria for various forms of child and adolescent psychopathology using the DSM-5-TR

CL02 An understanding of the etiology, correlates, comorbidities, and developmental course of child and adolescent psychopathology

CL03 Familiarity with the cognitive, affective, and biological bases of behavior and their contributions to onset, phenomenology, and course of child and adolescent psychopathology

CL04 Knowledge of the contextual factors (e.g., developmental stage; family environment) that impact the development, expression and course of child and adolescent psychopathology

CL05 The ability to apply key concepts from developmental psychopathology to the conceptualization of child and adolescent psychopathology

Equity, Diversity and Inclusivity 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.

Queen's is committed to counteracting discrimination in this institution and developing a climate of educational equity that recognizes and respects the equal dignity and worth of all who seek to participate in the life, work and mission of the University. Such a climate is created and maintained by developing a university-wide commitment to and understanding of educational equity, supported by policies, programs, curricula, practices and traditions that facilitate individuals - and equity-seeking groups- free, safe, and full participation.

I espouse the values held above which are described in more detail in the University's Educational Equity Policy. I will create a class environment that is safe and rich for all students and where diverse perspectives and experiences are embraced.

Important University Dates

Key dates (first day of class, tuition due date, last day to add/drop courses) are important to your academic success. Please find them at [Important Dates](#).

Required Text

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5th ed.): Text revision (DSM-5-TRTM)*. American Psychiatric Publications.

*Referred to as DSM in the Course Timeline below.

You **do not** need to purchase a copy of the DSM for this course if you prefer not to. The full DSM is available online by following this link:

<https://dsm-psychiatryonline-org.proxy.queensu.ca/doi/book/10.1176/appi.books.9780890425787>

You will need your Netid (Queen's login id) to access the DSM.

Additional Readings

Additional readings include empirical articles, review papers, and book chapters. (see Reading List below). The articles are all available to download from the Queen's University library. The URL for each of the readings is provided in the reading list. To access the articles, first ensure that you are connected to the Queen's server (either from an on-campus computer, or remotely). Then, simply click on the URL and you will be directed to a page that will allow you to download a copy of the article.

All students are required to read the article(s)/chapter(s) listed in the Reading List to facilitate in-class discussions.

The reading list contains several chapters. These can be downloaded or viewed as PDF files Through [Queen's Library Course Reserves](#).

Methods of Assessment and Grading Scheme

Course Engagement 30%

Reflections on Readings 20%
Class Participation 10%

Seminar Presentation 40% Due Week 6-10

Presentation 15%
Class Discussion 25%

Case Conceptualization Presentation 30% Due Week 11-12

Course Requirements: Please see separate documents for full descriptions and rubrics

Course Engagement (30% of Final Grade)

Reflections on Readings (20%): Reading and reflecting on assigned course materials is essential to getting the most out of this course. Students will submit two (2) questions or comments about the assigned readings. All classes identified with a * on the outline below are eligible for reflections. **Students must only submit reflections on ten (10) of the eligible classes to receive full credit.**

Class Participation (10%): Participation includes attendance, involvement in class and small group discussions, and completing in-class activities. **Students are expected to notify the instructor if they need to miss class.**

Seminar Presentation (40% of Final Grade)

From Week 6 to 10 (inclusive), classes will be predominantly led by students. For each eligible topic - identified in green in the Course Outline - students will prepare a brief Presentation and a Group Discussion stemming from the assigned readings for that week. We will assign topics in the first class.

Presentation (15%): Each student will give a brief 12-15 minute presentation related to the description and diagnosis of the clinical disorder of focus.

Group Discussion (25%): For the rest of the class period, each student will guide the class through a “deeper dive” into a scientific issue or topic raised in the week’s readings (see rubric for more details).

Case Conceptualization Presentation (30% of Final Grade)

In groups of 3, students will present case conceptualizations for fictional children and adolescents in the final two weeks of class. Groups will be assigned and cases will be posted by reading week. Groups will conceptualize the case based on a template provided by the instructor and on models of science-informed case conceptualization presented in class and in the readings

(Christon et al., 2015, Cognitive and Behavioral Practice; Padesky, 2020, Cognitive and Behavioral Practice; Thomassin and Hunsley, 2019). (see rubric for more details)

Late Policy

The Seminar Presentation and Case Conceptualization assignments have hard deadlines that are the date of presentation. If you anticipate not being able to present on your assigned date, please let me know *as soon as possible* so that we can try to reschedule your presentation. The reflection questions are due at 9am on the day of the assigned reading. Because these reflections are only relevant on the day they are covered, I will not accept late reflection questions. However, as noted above, students only need to submit reflections for 10 classes.

Grading Method

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

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 of written assignments; use of unauthorized materials in examinations; forgery or falsification in assignments and examinations. 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.

Plagiarism

- Please note that we have had issues in the past with unintended plagiarism in this course. Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

<https://www.queensu.ca/academicintegrity/students-and-academic-integrity/avoiding-plagiarismcheating>

<https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>

http://writing.wisc.edu/Handbook/QPA_paraphrase.html

- You must write up your own brochure assignment on your own using your own words.
- You may not bring 'cheat sheets' or similar material into the test or exam venue
- You must work independently on tests and exams. Do not share your exam paper with others.
- However, you WILL work together with your group on the research poster and presentation. Each group will submit one poster and one presentation. Posters should be written in your own words.

- We all share in maintaining a culture of integrity, if you become aware of anyone trying to share, or solicit, answers to tests or exams, please remind them that this is against the rules and inform your TA or instructor immediately.

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.

Accommodations for Disabilities

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](#).

Academic Consideration for Students in Extenuating Circumstances

The point person for academic considerations for Psychology is Tara Karasewich (psyc.accom@queensu.ca).

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](#).

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.”

If you need to request academic consideration for this course, you will be required to provide the following name and email address to ensure it reaches our team accordingly:

Instructor/Course Coordinator Name: Tara Karasewich

Instructor/Course Coordinator email address: psyc.accom@queensu.ca

Students are encouraged to submit requests as soon as the need becomes apparent and to contact me as soon as possible once Consideration has been verified. Any delay in contact may limit the Consideration options available.

Please follow up with Tara Karasewich using the email psyc.accom@queensu.ca within 2 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](#).

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.

Psychology 809: Course Outline¹

Date	Topic	Readings
Jan. 6	Introduction and Scope	McGorry et al.
Jan. 8*	Beyond Diagnostic Categories	Maddux et al.
Jan. 13*	Developmental Psychopathology	Hayden & Mash Cicchetti & Rogosch
Jan. 15*	Racism and Intersectionality	Kollins et al. Buchanan et al.
Jan. 20	Case Conceptualization	Thomassin & Hunsley
Jan. 22*	Depressive Disorders 1	DSM 183-197 Klein et al.
Jan. 27*	Depressive Disorders 2	Hyde et al.
Jan. 29*	Depressive Disorders 3 and Suicidal Thoughts and Behaviours	Stewart et al.
Feb. 3*	Anxiety Disorders 1: Nature of Anxiety and Fear	DSM 215-222
Feb. 5*	Anxiety Disorders 2: Separation and Social Anxiety Disorders	DSM 229-235 Weems
Feb. 10*	Trauma and Stress-Related Disorders	DSM 301-322 Perry
Feb. 12*	Obsessive-Compulsive and Related Disorders-Carly	DSM 263-271 Ricketts et al.
Feb 17-20	READING WEEK	
Feb. 24*	Bipolar and Related Disorders-Mayah	DSM 139-162 Youngstrom & Perez Algorta
Feb. 26*	Substance Use Disorders-Kayla	DSM Chassin et al.
Mar. 3*	Eating Disorders -Natasha	DSM 381-197 Stice & Linville
Mar. 5*	Neurodevelopmental Disorders 1: Autism Spectrum Disorder-Anmol	DSM 55-68 Grofer Klinger et al.
Mar. 10*	Neurodevelopmental Disorders 2: Intellectual Developmental Disorder-Gina	DSM 37-46 Witwer et al.
Mar. 12*	Neurodevelopmental Disorders 3: Attention Deficit Hyperactivity Disorder-Acadia	DSM 68-76 Hinshaw
Mar. 17*	Disruptive, Impulse Control and Conduct Disorders 1: Oppositional Defiant Disorder-Antonella	DSM 522-527 Lahey & Waldman
Mar. 19*	Disruptive, Impulse Control and Conduct Disorders 2: Conduct Disorder-Melody	DSM 530-537

Mar. 24	Guest speaker: Developmental Considerations in Forensic Practice [TBD]	
Mar. 26	Case Conceptualization Group 1	
Mar. 31	Case Conceptualization Group 2	
Apr. 2	Case Conceptualization Group 3	

¹Please note that I may need to modify the order of topics covered on the course syllabus as the course progresses and/or as external events may dictate. Any changes will be conveyed to you through email and/or OnQ.