ADVANCED ADULT CLINICAL PSYCHOLOGY
PSYC 336
Fall 2025
Monday 8:30-9:50am
Thursday 10:00am-11:20am
LAW RM1

Instructor
Dr. Kate Harkness (she/her)
[contact info and office hours in OnQ]

Teaching Assistants
Lindsay Simourd
Shokouh Abolhosseini
Samantha Levang
[contact info and office hours in OnQ]

Accommodations and Special Considerations
Psychology contact person: Tara Karasewich: psyc.accom@queensu.ca
Reminder: upload letters of accommodation into Ventus (http://ventus.queensu.ca)

Land Acknowledgement
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 spiritualties 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
I have been studying the etiology, pathology, and treatment of mental illness for the past 25 years and I am very excited to share this knowledge with you. We will be covering a wide range of mental health conditions – depression, anxiety disorders, eating disorders, psychotic spectrum disorders, and many others (see below). Theory and research will be emphasized that cuts across traditional diagnostic categories and will focus on domains of social, cognitive-affective, and biological functioning. An advanced understanding of mental health conditions will not only be useful if you are intending to pursue a career in a mental health field, but will also serve you well in your relationships with friends and family who may be diagnosed with such conditions.

Course Materials
Readings are available through Course Reserves (see link in OnQ)

Course Learning Outcomes

To complete this course, students will demonstrate their ability to:

1. Understand the definitions of, and assessment methods for, psychopathology
2. Identify and describe the major etiological models of psychopathology
   a. Describe the major evidence-based treatment modalities for psychopathology
3. Apply the knowledge of etiological treatment models for psychopathology to develop novel research questions

Assessments

Assessment	Due Date	Alignment with CLOs	Weighting
Midterm Exam	**Thurs. Oct. 9**	1, 2	30%
Group Poster	Wed. Nov. 26, 6:00pm	3	20%
Group Presentation	Slides due: Wed. Nov. 26, 6:00pm	3	20%
Final Exam	Final exam period	1, 2	30%
Total			100%

Descriptions of Learning Activities and Assessments

1. *Midterm Exam*: The midterm exam will consist of multiple-choice and short essay questions. The material on the exams will come directly from the class lectures and readings. The midterm will cover everything up to reading week. Please see the outline below for the topics covered on the midterm exam.

2. *Final Exam*: The final exam will consist of multiple-choice and short essay questions. The material on the exams will come directly from the class lectures and readings. The final exam is NOT cumulative. The final exam will cover everything *after* reading week. Please see the outline below for the topics covered on the final exam.

3. *Research Poster/Presentation*: Students will be randomly assigned to a group of five (5) students. Each group will choose a research question and develop a study to test this question. Groups will produce (a) a poster of their research proposal that they will hand in to the instructor; and (b) a power point presentation that they will give for evaluation at one of two 'research days' at the end of term. Each group will select a disorder from the readings/lectures and develop a research question to advance knowledge regarding the etiology or treatment of that disorder. Further description and a rubric for this assignment is provided in a separate handout. Please see the 'Assignments' tab in OnQ.

Essential Requirements

In order to pass this course, students must complete AT LEAST 1 examination (midterm or final). Note that if only 1 exam is written, the marks on the other assessments will be re-weighted, as detailed above.

In order to pass this course, students must complete the group assignment (research poster/presentation). However, students do not have to participate in delivering the oral presentation. They can instead make up their contribution to the group assignment in other ways to be determined in collaboration with group members.

Assignment Submission Policy

Students who are excused from a midterm or final exam for compassionate reasons will have their other assignments re-weighted (group presentation: 25%; group poster: 25%; midterm/final: 50%). See extenuating circumstances statement below. Note that this re-weighting can only be applied to missing ONE exam (midterm OR final exam). Students who do not meet criteria for exemption will receive a grade of zero for a missed examination.

Due to the structure of the group assignment, I CANNOT ACCEPT LATE RESEARCH PROPOSAL POSTERS OR PRESENTATIONS.

Policy Review of Graded Work

Please note, the marking rubrics for this course have been created to help guide you toward success on the above assignments, highlighting key criteria essential to your success; however, the marking rubrics are not exhaustive lists of success criteria. While the teaching team will be providing marks on these assignmenst using the criteria outlined in the marking rubrics, the teaching team reserves the right to provide feedback that is not always explicitly stated in the marking criteria, should circumstances warrant. Please review the marking rubrics in detail and connect with the teaching team if you have any questions.

I provide extensive training to my teaching team on the assignments and the marking rubrics. The teaching team engages in reliability training to ensure that they are all marking in a manner that is consistent with the marking rubric and with each other. After marking is completed, I ensure that the distribution of grades is the same across all members of the teaching team and I personally inspect assignments that were in the lowest 5% of the distribution to make sure that the TAs didn't miss anything. I am confident that the teaching team is grading assignments fairly and consistently. If you believe that there has been a summation error, please bring that to the attention of the TAs. If you would like additional written feedback on your assignment in order to improve your performance in the future, please ask the TA who graded your assignment.

If you believe that your assignment was not graded fairly and you would like to have it re-graded, please submit a request to me (Dr. Harkness) in writing that details your argument, with reference to the assignment instructions and the marking rubric. Please note that if I re-grade your assignment there is a possibility that the mark may not change, or could change up or down.

Class Attendance

Your presence and participation in class contributes to the knowledge and skills that you will develop throughout this course. I expect that you attend class regularly, participate in class conversations and learning activities. These types of activities provide active engagement, promote a deeper understanding of the course content, and contribute to your success.

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 in class, studying course material, and preparing for your larger assignments and exams. You are encouraged to use a term at a glance and a weekly study schedule (visit SASS) 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.

Topics

Date	Topic	Reading
Sept. 4	Introduction and Diagnostic Issues	Maddux, J. E., Gosselin, J. T., & Winstead, B. A. (2020). Conceptions of psychopathology: A social constructionist perspective (pp. 3-18). In J. E. Maddux & B. A. Winstead (Eds.), *Psychopathology: Foundations for a Contemporary Understanding (5th Ed.).* Routledge.
Sept. 8	Beyond diagnostic categories	
Sept. 11	Anxiety Disorders 1	Arch, J. J., Kirk, A., & Craske, M. G. (2018). Panic disorder (pp. 85-148). In W. E. Craighead, D. J. Miklowitz, & L. W. Craighead (Eds.), *Psychopathology: History, Diagnosis, and Empirical Foundations (3rd Ed.).* Wiley.
Sept. 15	Anxiety Disorders 2: Panic Disorder	
Sept. 18	Anxiety Disorders 3: Social Anxiety	
Sept. 22	Obsessive-Compulsive Disorder 1	Abramowitz, J. S. & Blakey, S. M. (2018). Obsessive-compulsive and related disorders (pp. 187-215). In W. E. Craighead, D. J. Miklowitz, & L. W. Craighead (Eds.), *Psychopathology: History, Diagnosis, and Empirical Foundations (3rd Ed.).* Wiley.
Sept. 25	Careers in Mental Health	
Sept. 29	Obsessive-Compulsive Disorder 2	
Oct. 2	Posttraumatic Stress Disorder 1	Zoellner, L. A., Graham, B., & Bedard-Gilligan, M. A. (2020). Trauma and stress-related disorders (pp. 173-199). In J. E. Maddux & B. A. Winstead (Eds.), *Psychopathology: Foundations for a Contemporary Understanding (5th Ed.).* Routledge.
Oct. 6	Posttraumatic Stress Disorder 2	
Oct. 9	**MIDTERM: In Class covering all topics up to reading week**	
Oct. 20	Unipolar Mood Disorders 1	Hammen, C. (2018). Risk factors for depression: An autobiographical review. *Annual Review of Clinical Psychology, 14,* 1-28. https://doi.org/10.1146/annurev-clinpsy-050817-084811
Oct. 23	**** CLASS CANCELLED**	
Oct. 27	Unipolar Mood Disorders 2	

Oct. 30	**TIME TO WORK ON GROUP RESEARCH PROPOSAL**	
Nov. 3	Unipolar Mood Disorders 3	
Nov. 6	Bipolar Disorder 1	Johnson, S. L., Otto, M. W., Gold, A. K., & Elliott, M. V. (2021). Bipolar disorder (pp. 294-315). In L. G. Castonguay, T. F. Oltmanns, & A. P. Lott (Eds.), *Psychopathology: From Science to Clinical Practice (2nd Ed.).* Guilford.
Nov. 10	Bipolar Disorder 2	
Nov. 13	Schizophrenia and the Psychotic Spectrum 1	Azis, M., Ristanovic, I., Pelletier-Baldelli, A., Trotman, H., Kestler, L., Bollini, A., & Mittal, V. A. (2020). Schizophrenia spectrum and other psychotic disorders (pp. 247-280). In J. E. Maddux & B. A. Winstead (Eds.), *Psychopathology: Foundations for a Contemporary Understanding (5th Ed.).* Routledge.
Nov. 17	Schizophrenia and the Psychotic Spectrum 2	
Nov. 20	Unified Protocol: Treatment for Emotional Disorders	Kennedy, K. A., & Barlow, D. H. (2018). The unified protocol for transdiagnostic treatment of emotional disorders. In Barlow, D. H. et al. (Eds), Applications of the Unified Protocol for Transdiagnostic Treatment of Emotional Disorders. New York: Oxford.
Nov. 24	Psychopathy	Vitale, J. E., & Newman, J. P. (2018). Psychopathy as psychopathology: Key developments in assessment, etiology, and treatment (pp. 312-650). In W. E. Craighead, D. J. Miklowitz, & L. W. Craighead (Eds.), *Psychopathology: History, Diagnosis, and Empirical Foundations (3rd Ed.).* Wiley.

Nov. 27   Research Day 1 **POSTER AND SLIDES DUE WED. NOV. 26TH 6PM

Dec. 1   Research Day 2

*Please 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.

Equity, Diversity, and Inclusivity Statement
In an ideal world, science would be objective. However, much of science is subjective and is historically built on a small subset of privileged voices. In this class, we will make an effort to cover research from a diverse group of scientists, but limits still exist on this diversity. I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of science. I would like to discuss issues of diversity in science as part of the course from time to time.

Furthermore, I would like to create a learning environment that supports a diversity of thoughts, perspectives and experiences, and honours your identities (including race, gender, class, sexuality, religion, ability, etc.). I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone, including me) that made you feel uncomfortable, please talk to me about it. (Anonymous feedback is also an option). As a participant in course discussions, you should also strive to honour the diversity of your classmates.

Relatedly, most of the readings in this course were written 3-6 years ago. We have made a lot of strides since then, especially in terms of our use of inclusive an non-marginalizing language. If you read something in the readings that you find offensive or upsetting, please let me know. I will try my best to contextualize the information in the readings, but I might miss something. Please be assured that my decision to assign these particular readings does not mean that I accept and/or agree with all of their content.

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.

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 to create a safer, more respectful classroom community for learners by following these guidelines:
- Make a personal commitment to learn about, understand, and support your peers.
- Assume the best of others and expect the best of them.

- Recognize and value the experiences, abilities, and knowledge each person brings to the course.
- Acknowledge the impact of oppression on other people's lives and make sure your words and tone are respectful and inclusive.
- Encourage others to develop and share their ideas.
- 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.
- Be open to having your ideas challenged and challenge others with the intent of facilitating growth.
- 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 reducing barriers to learning and fostering accessibility and promoting meaningful inclusion of those with disabilities. The 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.

Important University Dates

Please visit the Faculty of Arts and Sciences Sessional Dates website for all academic deadlines.

Copyright of Course Material

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.

Questions about the Course and Contacting the Teaching Team

Throughout this course, if you have general questions about the course or any of the content in the textbook or lectures, please contact me or the TAs using the contact info posted in OnQ. Please note that to maintain a healthy work-home balance, we generally only answer during business hours (9am-5pm). However, we will try to answer within 24 hours. You are also encouraged to attend my or the TA office hours.

Queen's Email

The university communicates with students via Queen's email. Please check your email regularly to ensure you do not miss important information related to your course.

Course Feedback

At various points during the course, you may be asked to take part in a variety of feedback activities, such as surveys and questionnaires. This feedback enables the teaching team to improve the course. All surveys are anonymous and are directly related to activities, assessments, and other course material.

Proctored Exams

Timing of Final Examinations: Once the exam schedule has been finalized, the exam date will be posted on your SOLUS account. 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 on SOLUS immediately prior to Thanksgiving and on the Friday before Reading Week for the Winter Term. 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. For information regarding what is considered extenuating circumstances and qualifications for Academic Consideration, please visit the Faculty of Arts and Science's Academic Consideration webpage**.**
If you are unable to attend an exam and receive approval for a deferred proctored exam, a further deferral of that exam will not be accommodated.

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

Academic Consideration for Students in Extenuating Circumstances
The point person for academic considerations for Psychology is Tara Karasewich (psyc.accom@queensu.ca). 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

Please follow up with Tara Karasewich using the email psyc.accom@queensu.ca within 2 days of receiving verification of your Consideration request.

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 any extenuating circumstance (illness, bereavement, traumatic event, injury, family emergency, etc.) which is short-lived, begins within the term, and will not last longer than 12 weeks - see Academic Consideration webpage for details (https://www.queensu.ca/artsci/undergraduate/student-services/academic-consideration)

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. While we encourage instructors to accommodate, each instructor has discretion in deciding whether or how to apply the 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. ASO courses include links to information on **Academic Consideration** on your **Course Homepage** in onQ.

For more information, please see the Senate Policy on Academic Consideration for Students in Extenuating Circumstances.

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. Each core value of academic integrity, as defined in the Senate Academic Integrity Policy, gives rise to and supports the next.
Honesty appears in presenting one's own academic work, whether in the context of an examination, written assignment, laboratory or seminar presentation. It is in researching one's own work for course assignments, acknowledging dependence on the ideas or words of another and in distinguishing one's own ideas and thoughts from other sources. It is also present in faithfully reporting laboratory results even when they do not conform to an original hypothesis. Further, honesty is present in truthfully communicating in written and/or oral exchanges with instructors, peers and other individuals (e.g. teaching assistants, proctors, university staff and/or university administrators).

Trust exists in an environment in which one's own ideas can be expressed without fear of ridicule or fear that someone else will take credit for them.

Fairness appears in the proper and full acknowledgement of the contributions of collaborators in group projects and in the full participation of partners in collaborative projects.

Respect, in a general sense, is part of an intellectual community that recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas. However, "respect" appears in a very particular sense when students attend class, pay attention, contribute to discussion and submit papers on time; instructors "show respect by taking students' ideas seriously, by recognizing them as individuals, helping them develop their ideas, providing full and honest feedback on their work, and valuing their perspectives and their goals" ("The Fundamental Values of Academic Integrity", 3rd Edition, p. 8).

Ultimately, responsibility is both personal and collective and engages students, administrators, faculty and staff in creating and maintaining a learning environment supported by and supporting academic integrity.

Courage differs from the preceding values by being more a quality or capacity of character – "the capacity to act in accordance with one's values despite fear" ("The Fundamental Values of Academic Integrity", 3rd edition, p. 10). Courage is displayed by students who make choices and integrous decisions that are followed by action, even in the face of peer pressure to cheat, copy another's material, provide their own work to others to facilitate cheating, or otherwise represent themselves dishonestly. Students also display courage by acknowledging prior wrongdoing and taking proactive measures to rectify any associated negative impact.

All of these values are not merely abstract but are expressed in and reinforced by the University's policies and practices.

Generative Artificial Intelligence (AI) Tools
- **Permitted with citation**
  - Students must submit their own work and cite the work that is not theirs. Generative AI writing tools such as ChatGPT are welcome in this class, provided you cite the material that they generate. Any other use constitutes a departure from academic integrity.

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.

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