

PSYC 236: Introduction to Clinical Psychology

3.0 units; Winter 2026

Queen's University

General Course Information Pre-requisites: PSYC 100

Date: January 5, 2026 – April 4, 2025

Modality: On campus

Classroom accessibility: Yes

Let us acknowledge that Queen's is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to 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 Anishinaabe and Haudenosaunee roots. There is also a significant Métis community and there are First people from other Nations across Turtle Island present here today. To read more about the history of the land, see the Queen's Encyclopedia. We encourage you to learn about the history of the lands upon which you are currently living, working, and playing.

– Four Directions Indigenous Student Centre, Queen's University

Equity, Diversity, and Inclusivity

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.

Important University Dates

Please visit the [Faculty of Arts and Sciences Sessional Dates website](#) for all academic deadlines.

Course Description, Goals, and Objectives

The purpose of this course is to provide a comprehensive introduction to theories of diagnosis, etiology, and treatment of mental disorder. Controversial topics will be presented in this course that will challenge students to think critically and creatively.

The course will be presented as a series of 80 min lectures, as outlined below. Although lectures will be based on the topics covered in the text, there will not be enough class time to deal with every topic in every chapter of the text. Students are responsible for the material in the assigned text chapters and additional course readings that is not covered during class time.

Assigned readings should be done before the lecture because they will help in the understanding of material presented in lectures. The lectures will also present new material not covered by the textbook, reflecting the most current research and knowledge: students are also responsible for this material, and therefore it is important to attend all lectures.

Objective 1. Students will distinguish the diagnostic features of mental disorders to critically evaluate their overlapping and independent features.

Objective 2. Students will identify the independent and interactive biological and environmental factors associated with mental disorders to evaluate the possible contributing factors to the onset and course of the conditions.

Objective 3. Students will contrast available treatment options for mental disorders to critique the historical, present, and nascent opportunities to reduce symptoms and improve functioning.

Objective 4. Students will be able to critically evaluate basic research and clinical methods for classifying psychopathological conditions.

In this course, you should expect to invest on average 8 to 10 hours per week. This will include the time you spend studying course material, practicing course objectives, and participating in course activities and assessments. You are encouraged to adhere to a pre-determined study schedule as you will be more likely to complete the course on time successfully.

Expectations For Instructors and Teaching Team

- Engaging with the course material
- Commitment to students taking the course
- Effective method of communication with students
- Accounting for and/or accommodating differences in learning
- Engagement with student challenges and student concerns

For Students

- Attendance and participation
- Keeping up with deadlines (late policy)
- Technology use
- Class preparation
- Course community engagement
- Academic integrity (creation and sharing of original ideas)
- Communication and interaction

Throughout this course, there will be opportunities for you to interact with your instructor, your teaching team, and your classmates. Students will interact with their peers and have opportunities to learn from their colleagues during learning activities that include debates and discussions. You are expected to always behave with integrity both in face-to-face interactions and when engaging with each other online. See the netiquette and discussion guidelines below which you are expected to adhere to when interacting with one another whether in person or online.

Class Attendance:

Your presence and participation in class contributes to the knowledge and skills that you will develop throughout this course. You're expected to 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 in this course.

Required Course Materials

Textbook (*e-text access available through the Campus Bookstore*): Dozois, DJA. Perspectives in Psychopathology. Seventh Edition.

<https://www.campusbookstore.com/textbooks/search-engine/results?Course=PSYC27287>

Cost:

180 Day Subscription to eBook: \$67.99 OR eBook: \$97.99

Note that this is the latest edition of the textbook. You must use this new version for this course.

Additional Readings: The articles are easily downloadable from [Google Scholar](#) (just copy, paste, search, and voila!), or from google docs, but will also be made available through course reserves OnQ.

For Jan 8th lecture on theory and science of clinical psychology:

1. Cole, E. R. (2009). Intersectionality and research in psychology. *American Psychologist*, 64(3), 170. <https://doi.org/10.1037/a0014564>
2. Vargas, S. M., Huey, S. J., Jr., & Miranda, J. (2020). A critical review of current evidence on multiple types of discrimination and mental health. *American Journal of Orthopsychiatry*, 90(3), 374–390. <https://doi.org/10.1037/ort0000441>

For the March 10th and 12th lectures discussing gender diversity:

1. van Anders, S. M., Galupo, M. P., Irwin, J., Twist, M. L. C., Reynolds, C. J., Easterbrook, R. B. C., & Hoskin, R. A. (2019). Talking about transgender experiences, identities, and existences.

To access go to link:

<https://docs.google.com/document/d/1iHodSA16oP0itTjZPkB5tslBjMHOiMdy9lt9zmTPKPs/edit?usp=sharing>

2. Austin, A., Craig, S. L., & Alessi, E. J. (2017). Affirmative cognitive behavior therapy with transgender and gender nonconforming adults. *Psychiatric Clinics*, 40(1), 141-156. <https://doi.org/10.1016/j.psc.2016.10.003>

Lecture Notes: Copies of lecture notes will be made available via onQ immediately before lectures.

Note: that some lecture content may change, and that some media will be presented in class for academic purposes but, due to copyright, will not be shared in the distributed lecture slides.

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.

Class Content and Readings Schedule

Note: The following schedule is subject to change. Students will be notified via OnQ and in class of scheduling changes.

Week	Date	Topic	Textbook Chapter
1	Jan 6	Theory and science of clinical psychology	1-4, Additional readings <i>Note that Chapters 1, 2, and most of 4 will be review from PSYC100</i>
	Jan 8	Theory and science of clinical psychology	
2	Jan 13	Anxiety, obsessive-compulsive, and trauma-related disorders	5
	Jan 15	Anxiety, obsessive-compulsive, and trauma-related disorders	
3	Jan 20	Mood disorders and suicide	8
	Jan 22	Mood disorders and suicide	
4	Jan 27	Section 1 Review	1-5, 8, Additional readings
	Jan 29	Section 1 In-Class Exam	

Section 2			
5	Feb 3	Psychological factors affecting medical conditions	6, 7
	Feb 5	Schizophrenia spectrum and other psychotic disorders	9
6	Feb 10	Schizophrenia spectrum and other psychotic disorders	9
	Feb 12	Eating disorders	10
7	Feb 24	Personality disorders	12
	Feb 26	Personality disorders	
8	Mar 3	Section 2 Review	6, 7, 9, 10, 12
	Mar 5	Section 2 In-Class Exam	
Section 3			
9	Mar 10	Sexual dysfunctions, gender diversity, and paraphilic disorders	Chapter 13 & Additional reading
9	Mar 12	Sexual dysfunctions, gender diversity, and paraphilic disorders	Chapter 13 & Additional reading
10	Mar 17	Substance-related and addictive disorders	11
	Mar 19	Neurodevelopmental disorders	14
11	Mar 24	Behaviour and emotional disorders of childhood and adolescence	15
	Mar 26	Aging and mental health	16
12	March 31	Therapies	17
	Apr 2	Section 3 Review	11, 13-17, Additional reading

Course Evaluations A. Examinations

- In-class exams will be worth 50% of the final grade (25% each) and will each consist of 40 multiple choice questions and one long answer question. These exams will take place during class time, you will have full class time to complete the exam (80 min), and the exams will not be non-cumulative.
- The final exam will be worth 50% of the final grade, and will consist of 80 multiple choice questions, 2 fill-in-the-blank questions, and 1 long answer question. You will have 2.5 hours to complete this exam. The exam content will focus on the last third of the term, however, questions from the first two thirds of the course will be included; i.e., the exam is cumulative. This final exam will take place during the Queen's exam period.
- **Dates:**
 - **Exam 1:** January 29th during class, 25% of final grade
 - **Exam 2:** March 5th during class, 25% of final grade
 - **Exam 3:** TBD during Queen's exam period, 50% of the final grade

Course Content:

Students are responsible for all material in the textbook **from indicated chapters and additional readings**, even if it is not directly covered in class. Likewise, students are responsible for all material covered in class, even if it is not addressed in the textbook.

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.

Course Questions and Announcements

Throughout this course, you may come upon some general questions about the course and exams. If you think that your question may benefit other students, you are invited to post your

question on the OnQ forums. The **Content Content Discussion Forum** will be used to **post questions about course content**. Any questions unrelated to content should be posted on the **Course Administration Discussion Forum**. Both discussion boards will be monitored by your teaching team on a regular basis. If the TAs cannot answer your question, they will inform the instructor. Any other questions that you would prefer to share privately, please contact the course email listed at the top of this syllabus.

Announcements:

Throughout the course, the teaching team will routinely post course news in the Announcements section of the course homepage. You are encouraged to actively check the course onQ main page for course announcements throughout the semester for reminders and additional course information or learning opportunities.

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).

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.

Grading Method

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

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

Participant Pool Information

Students in this course have the option of volunteering in psychological research conducted by faculty and advanced students in the Psychology Department.

Note: Your course instructor is not involved in the administration of studies and/or alternative assignments – direct any inquiries to participant.pool@queensu.ca.

For every half hour of research completed, you can increase your final mark in this course by **0.5% up to a maximum of 3%**. If you are enrolled in more than one eligible course, you will select the course toward which your research participation will be credited when you sign up for a study. You can complete studies toward each course. You cannot apply the same study credit to more than one course, and research credit cannot be used to improve a failing mark to a passing mark. The last day to participate in research for bonus credit is the last day of classes. For more details, please see the Departmental Participant Pool website.

Although participation is not a requirement, we do consider it to be an integral part of the course and encourage students to participate. Students gain valuable direct experience in methods of psychological investigation and contribute to research.

Each study has been reviewed in detail and cleared by the Department's Ethics Review Committee. Nevertheless, you may decline to participate, for any reason at all, in any study for which you sign up. You may also direct any ethical concerns to the researcher or Participant Pool Officer.

At the conclusion of each study in which you participate, you should be provided with information about the purpose of the study and other relevant details. The idea is to ensure that your participation will benefit your education, as well as add to the fund of knowledge in psychology. You are encouraged to ask questions about the research in order that you understand fully why the study is being conducted, and what your role is, as a participant.

How to sign up for studies

We use the website [Sona](#) for the participant pool. All students will be activated in the participant pool in the 3rd week of classes. If you have previously used the participant pool,

you will use the same userid and password that you used previously. If you are new to the participant pool, you will receive an email with your login information during the 3rd week of class.

During the first week of the semester, you will be emailed a link to an online prescreening questionnaire. If you complete the larger prescreening questionnaire online, you may become eligible for additional studies, and those researchers will contact you directly to find a time to participate.

If you are in multiple 2nd year Psychology courses that use the participant pool, you must assign your credits to a particular course. For example, if you are in PSYC 236 you can have 3 credits assigned to it. If you have 4 credits assigned to that course, the extra credit won't count unless it's applied to another course. If you have credits assigned to the incorrect courses, please contact participant.pool@queensu.ca. The final day you can request a credit reassignment is the final day of class.

Signing up for studies is done through the Sona site directly: [CLICK HERE](#)

What if I don't want to participate?

Participation in research is entirely voluntary. If you want to earn credit but don't want to participate in a particular study, you can complete an alternative assignment instead. For the alternative assignment, researchers either will offer a walk-through of their experiment, or they will have you to read an article or blog post, listen to a short podcast, or watch a short video and then answer questions about it. To complete an alternative assignment, you must contact **the principal investigator** of a particular study (see the study's contact information on SONA for their email) before the last week of classes for the semester to complete the alternative assignment option. Although the length of studies will vary, all alternative assignments will last approximately 30 minutes, so you will earn 0.5% for each alternative assignment that you complete.

Off-Campus Students

Off-campus students: please note that you can participate in online studies and researchers who offer these studies also offer online alternative assignments.

What if I can't make a research appointment?

Please note: we understand that life happens and you may be unable to attend the session you sign up for as a result of extenuating circumstances. If you are unable to attend your scheduled session due to an extenuating circumstance, please contact the researcher directly to

reschedule the session and/or receive an “excused no-show” notation. An “excused no-show” is guaranteed if you contact researchers 3 or more hours in advance of your appointment.

Research is an important activity that directly impacts science and society, and that also impacts a larger system (e.g., time in lab space is very limited and can be costly—for example, booking a 1 hour session in the fMRI facility costs \$400). We thank you in advance for ensuring that you attend your scheduled sessions, and that you follow up with the researcher as soon as possible if you miss a session due to extenuating circumstances. However, if you reach 2 unexcused no-shows in a given semester, you will not be able to sign up for additional studies/alternative assignments that semester. You will be automatically granted the ability to sign up for studies to earn research credit the following academic semester.

Who should I contact for help?

***Note: Your course instructor is not involved in the administration of studies and alternative assignments.** If you have questions about studies, please contact the researchers listed on SONA. Questions about the pool (e.g., credits) should be directed to the participant pool coordinator at participant.pool@queensu.ca.

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>

If you have any questions regarding the implementation of your accommodations in this course, please contact **Tara Karasewich** (Accommodations Assistant in the Psychology Department) at the following e-mail: psyc.accom@queensu.ca

Academic Considerations for Students in 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 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.

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

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.

Computer Requirements

Please note that mobile devices are not recommended for the course as they cause several known issues in onQ.

Specifications	Supported Browsers	Other
<ul style="list-style-type: none">- Windows 8.1 or newer- OS X 10.13 (High Sierra) or newer- Dual Core 2 GHz processor- 4 GB RAM- Soundcard- USB headset	<ul style="list-style-type: none">- Chrome (preferred - latest version)- Firefox (latest version)- Safari and Edge are not recommended as they cause several known issues in onQ	<ul style="list-style-type: none">- High Speed Internet/Wifi- Java – Latest Version- Media Player – HTML5 Compatible- Adobe Reader – Latest Version

Name/Pronoun

If 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.