

**ADVANCED CHILD CLINICAL PSYCHOLOGY (PSYC 337)
Winter 2026**

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(Some original and commissioned content by Dr. Flores is still in use, with his permission.)

TEACHING ASSISTANTS

ACKNOWLEDGEMENT OF UNCEDED TERRITORY

Queen’s is situated on unceded Anishinaabe and Haudenosaunee territory. It is a privilege to be able to live, learn and play on these lands. To acknowledge the history of this land is to recognize that it was taken from Indigenous peoples by colonizers using coordinated, White-supremacist tactics involving oppression, violence, and genocide. I believe it also means acknowledging how little most of us at Queen’s will ever know about the traditional practices and spiritualities that were once tied to this land, and which have now been largely erased. Indigenous groups in the Kingston area today work to keep alive the traditions that belong to the Anishinaabe, Haudenosaunee, Métis, and other First Nations communities. To learn more about the history of the land, Queen’s has recommended this link: [Queen's Encyclopedia](#). I am also sharing some information about [moving beyond territorial acknowledgements](#).

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 we 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

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- Compare and contrast different child and adolescent mental disorders
- Identify which populations are more vulnerable to specific child and adolescent mental disorders
- Explain some the causes of child and adolescent mental disorders and appreciate the complexity of their intersections
- Understand some treatment and prevention strategies for specific child and adolescent mental disorders
- Integrate principles across different aspects of the course and between coursework and other spheres, for instance, integrating principles from assigned readings to case responses, from class discussions to the final writing assignments, or from the course to a representation of developmental psychopathology in a work of fiction

REQUIRED TEXTS

- ***Child Psychopathology (8th ed.)*** by Eric J. Mash, David A. Wolfe, and Katherine Nguyen Williams (*Cengage*). Hard copy and electronic versions of the textbook are sold at the campus bookstore and at the [Cengage website](#) (e-Textbook \$77.95). The use of this resource is required (8th edition recommended; 7th edition acceptable). Budgetary constraints prevent the book from being available at the library in course reserves.
- For the final project, students will select and read ***one novel*** from a list of options to be provided. Novels range in price based on selection and seller, but most will cost ~\$20.

COURSE WEBSITE

This syllabus, announcements, asynchronous videos, assignment portals, and other course material can be found on OnQ.

OFFICE HOURS

We will offer weekly office hours in 3-4 one-hour blocks each week (10 mins/student). The available blocks will be similar each week, with some variations based on scheduling conflicts. The format for office hours is hybrid, meaning that when you sign up you can indicate whether you will attend in person or on zoom. Some blocks may be offered only via zoom. **To sign up for office hours, please use the link on the OnQ homepage.**

EQUITY, DIVERSITY, AND INCLUSION STATEMENT

Direct, indirect, and systemic discrimination exists within our institutional structures and in our community. Inequities take many forms and work to differentially advantage and disadvantage people across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith, and socioeconomic status, among other examples. If you choose to remain in this class, it indicates that you are committed to cultivating a climate of respect for your fellow classmates. If you have never been minoritized in a setting where you lived, worked, or went to school, then I expect that you will work especially hard at this. I will also work to promote an anti-discriminatory, anti-racist and accountable environment where everyone is welcome.

NAME/PRONOUNS

If you wish to change how your name appears in onQ and/or on class lists, or add or modify your pronouns, please see these steps:

1. Log into SOLUS.
2. Click on Personal Information tab, then the Names tab, then the Add New Name tab.
3. Choose Preferred from the Name Type drop down menu.
4. Enter the name you would like to appear in onQ and/or on class lists.
5. Click Save. Please allow 24 to 48 hours for the change to take effect. Contact Queen's ITS for further info.

COURSE REQUIREMENTS

PARTICIPATION (20%)

Your participation grade will be determined by your completion of these four types of activities, which occur both asynchronously and synchronously, given the hybrid nature of the course. Each student can miss/drop two videos, two articles, one in-person activity, and one case study.

- Online Lecture Videos (5%) – View/respond to lecture videos in **before** in-person class.
- Case Study Response (5%) – Read/respond to a case study **before** in-person class.
- Article Reading Response (5%) – Read/respond to relevant academic papers (1-2 per module) **before** in-person class.
- In-Person Activities (5%) – Complete brief written exercises in person **during** class.

YA MENTAL HEALTH FICTION PROJECT (25%)

Youth not only experience psychopathology, but also are surrounded by portrayals of it, sometimes helpfully (and sometimes not). To integrate, extend, and apply learning from the course, students will complete a final writing assignment focused on a young adult novel about a child or adolescent with a mental health difficulty. Detailed instructions about the assignment, including a list of books available to choose from, will become available in OnQ before reading week. Submit assignments in OnQ by 11:59pm on April 3. After this date, all students may make use of a universal grace-period of 3 days. After the 3-day grace period, 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 extenuating circumstances by contacting the accommodations specialist.

EXAMS (55%)

There will be a midterm exam and a final exam (non-cumulative), worth 25% and 30% of the course grade, respectively. Exams will be administered in-person and “closed-book.” They will include multiple-choice questions and short and/or long response questions. 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 videos/class and in the assigned reading.

To defer an exam, please contact Dr. Tara Karasewich as soon as you can. A deferred midterm date will be announced in the first few weeks of the term. Final 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. ***Students should delay finalizing any travel plans until after the examination schedule has been posted. Mid-term and final exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations.***

TENTATIVE COURSE SCHEDULE

DATE	MODULE - TOPIC	READING	DUE BY IN-PERSON CLASS
In-Class: Jan. 6	WELCOME TO PSYC 337!!! Nothing to prepare		
OnQ: Jan. 7-12 In-Class: Jan. 13	1 - Introduction	Ch. 1	Module 1 Article(s)
OnQ: Jan. 14-19 In-Class: Jan. 20	2- Theories and Causes; Assessment, Diagnosis, and Treatment	Ch. 2 and 4	Module 2 Article(s)
OnQ: Jan. 21-26 In-Class: Jan. 27	3 - Autism Spectrum Disorder (ASD)	Ch. 6 (ASD sections) Autism case study (Wilmhurst casebook, Ch 7)	Case Study Q1 Module 3 Article(s)
OnQ: Jan. 28-Feb. 2 In-Class: Feb. 3	4 - Attention-Deficit/ Hyperactivity Disorder (ADHD)	Ch. 8 ADHD case study (DSM-5 casebook Ch 1)	Case Study Q2 Module 4 Article(s)
OnQ: Feb. 4-9 In-Class: Feb. 10	5 – Disruptive and Conduct Problems*	Ch. 9 Conduct problems case study (DSM-5 casebook, Ch 13)	Case Study Q3 Module 5 Article(s)
Studying: Feb. 11-23 In-Class: Feb. 24	<i>In-Person Midterm Exam – Feb 24th 10:00-11:20am</i>		
OnQ: Feb. 25-Mar. 2 In-Class: Mar. 3	6 - Depressive and Bipolar Disorders*	Ch. 10 Depression case study (Kearney casebook, Ch 3)	Case Study Q4 Module 6 Article(s)
In-Class: Mar. 10	<i>Topic TBD; nothing to prepare</i>		
OnQ: Mar. 11-16 In-Class: Mar. 17	7 - Anxiety and Obsessive- Compulsive Disorders*	Ch. 11 GAD case study (Wilmhurst casebook, Ch 14)	Case Study Q5 Module 7 Article(s)
OnQ: Mar. 18-23 In-Class: Mar. 24	8 - Trauma- and Stressor- Related Disorders	Ch. 12 PTSD case study (Wilmhurst casebook, Ch 23)	Case Study Q6 Module 8 Article(s)
OnQ: Mar. 25-30 In-Class: Mar. 31	9 - Eating Disorders and Borderline Personality	Articles posted on OnQ Borderline personality case study (Wilmhurst casebook, Ch 22)	Case Study Q7 Module 8 Article(s) <i>Final Project Due Apr 3 at 11:59pm</i>
Exam Period: Apr. 9-23	<i>In-Person Final Exam – Date to be posted in SOLUS</i>		

* 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.

Syllabus and timeline subject to change. Any changes made will be communicated in class and/or via OnQ announcements, and changes will be made to the syllabus shared in OnQ.

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

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, reading course material, answering case study and article 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.

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](#).

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- [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: <https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students>

Please send emails regarding accommodations and considerations to Tara Karasewich, Accommodations and Learning Management Systems Assistant, at psyaccom@queensu.ca

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.)

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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: Tara Karasewich

Instructor/Course Coordinator email address: psyaccom@queensu.ca

Please follow up with Dr. Karasewich by email within 3 days of receiving verification of your Consideration request.

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.

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.

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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.

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

I do not intend to use Turnitin during this course; however, in case I have not successfully disabled it from all parts of the website, you should know that Turnitin is a third-party application that helps maintain standards of excellence in academic integrity. Data from submissions, if Turnitin is enabled, is also collected and analyzed by Turnitin for detecting Artificial Intelligence (AI)-generated text. 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. 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 description 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](#)"*

PRIVACY STATEMENT

This course makes use of FeedbackFruits and may inadvertently include elements checked by 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

STATEMENT ON THE USE OF ARTIFICIAL "INTELLIGENCE" TOOLS

You do not need GenAI to do well in this course; in fact, using it would likely lower the originality of your work. *As a policy, I do not allow GenAI in this course.* Will I catch all instances of AI? No, of course I couldn't if I tried. I also do not plan to try to look for it; policing your learning would be incompatible with my teaching philosophy. This image borrowed from another instructor reflects my own view of teaching and explains, among other things, some of the pedagogical reasons why I see no place for GenAI in the classroom. Even though some of these ideals are in tension with the constraints of the large lecture course format, especially in an under-resourced, bureaucratized system, I encourage you consider how they might guide your approach to learning in this course and beyond.

