

ADVANCED CHILD CLINICAL PSYCHOLOGY (PSYCH 399)

Fall 2018

Mondays 4:00-5:30pm
Wednesdays 2:30-4:00pm
Chernoff Hall, Rm. 117

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<i>Office and Office Hours</i>	318 Humphrey Hall, Fridays 1:30-2:30pm

COURSE DESCRIPTION

The purpose of this course 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.

COURSE OBJECTIVES

At the end of this course, you should be able to do the following:

- Understand how different theoretical perspectives help to understand child and adolescent abnormal behavior and mental disorders
- Identify and describe the signs and symptoms of specific child and adolescent mental disorders
- Compare and contrast different child and adolescent mental disorders
- Identify which populations are more vulnerable to specific child and adolescent mental disorders
- Explain the causes of child and adolescent mental disorders
- Understand treatment and prevention strategies for specific child and adolescent mental disorders

REQUIRED TEXT AND MINDTAP ONLINE RESOURCE

Abnormal Child Psychology (7th ed.) by Eric J. Mash and David A. Wolfe (Cengage Learning)

The textbooks sold in the campus bookstore are bundled with the MindTap online resource. MindTap provides various resources to help study the material from each chapter when the readings are due. Two of these resources are required (see course requirements).

COURSE WEB SITE

This syllabus, announcements, PowerPoint slides, and other course material will be posted on OnQ.

KAHOOT!

This course will use Kahoot! to make lectures more interactive and to check understanding of course material. You can download the Kahoot! app on your smartphone or participate via the website on your laptop (www.kahoot.com) then click on “Play!” on the upper right corner of the screen). Use your student ID each time you play so I can track your participation.

ACCOMMODATIONS STATEMENT

Queen's University is committed to achieving full accessibility for persons 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 of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

STUDENTS IN EXTENUATING CIRCUMSTANCES

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclw.com/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>) was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which can be found at: <http://www.queensu.ca/artsci/accommodations>

ACADEMIC INTEGRITY

Queen's students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org) 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 regulations concerning academic integrity. General information on academic integrity is available at Integrity@Queen's University, 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.

TURNITIN STATEMENT

Queen's University has partnered with the third-party application Turnitin to help maintain our standards of excellence in academic integrity. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Submitted files are compared against an extensive database of content, and Turnitin produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. 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.

COPYRIGHT OF COURSE MATERIALS

This course textbook is copyrighted and is for the sole use of students registered in PSYC 399. This material shall not be distributed or disseminated to anyone other than students registered in PSYC 399. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement. The material on the course website is copyrighted and is for the sole use of students registered in PSYC 399. The material on the website may be downloaded for a registered student's personal use, but shall not be distributed or disseminated to anyone other than students registered in PSYC 399. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

LOCATION AND TIMING OF FINAL EXAMINATION

As noted in Academic Regulation 8.2.1, "the final examination in any class offered in a term or session (including Summer Term) must be written on the campus on which it was taken, at the end of the appropriate term or session at the time scheduled by the Examinations Office." The exam period is listed in the key dates prior to the start of the academic year in the Faculty of Arts and Science Academic Calendar and on the Office of the University Registrar's webpage. A detailed exam schedule for the Fall Term is posted before the Thanksgiving holiday; for the Winter Term it is posted the Friday before Reading Week, and for the Summer Term the window of dates is noted on the Arts and Science Online syllabus prior to the start of the course. 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.

COURSE REQUIREMENTS

IN-CLASS PARTICIPATION (5%)

A maximum of 100 points (out of 110 available points) can be earned for class participation throughout the semester with 5 points awarded for participation in one lecture. There will be 22 lectures. Thus, you have the flexibility of missing participation in up to 2 lectures without penalty. Everyone will receive points for the first lecture. To participate, you will need to bring an electronic device (e.g., smartphone, laptop, tablet) to either use the Kahoots! app or to go on the Kahoots! website. Please contact me if you would not be able to bring one of the above electronic devices to class.

MINDTAP ONLINE RESOURCES (10%)

A maximum of 100 points (out of 110 available points) can be earned. You earn 5 points for achieving a level of 0.5 mastery on the “Mastery Training” for each chapter and 5 points for getting all questions correct on the review quiz for each chapter (you can retake the quizzes until you reach 100%) *if completed before the beginning of class on the date the reading is due*. Everyone will receive credit for Chapter 1, and Chapter 2 may be done at any time before the midterm exam.

WRITTEN ASSIGNMENTS (35%)

There will be two written assignments: one paper on the representation of child and adolescent abnormal behavior in the media (< 3 pages, 15% of grade) and one research review paper on an etiological factor (3-4 pages, 20% of grade). Assignments will be handed out in class and will be available on OnQ as well. Assignments are to be submitted at the beginning of class on the day they are due (see course schedule for dates). Late assignments will receive a penalty of a drop of one grade level (e.g., from “A” to “A-”) for each 24-hour period it is late. Assignments will not be accepted more than one week after the due date. Exemptions to the late penalty may be made for documented extenuating circumstances. Please email me and the TA as soon as you know you will be needing an extension.

EXAMS (50%)

There will be a midterm and a final exam (non-cumulative), each worth 25% of your grade. Exams may be in the form of short answer, fill-in-the-blank, matching, and multiple-choice. Questions will cover material presented in class and material presented in the readings. You are responsible for *all* materials covered in lecture AND in the assigned reading.

There will be no make-up exams. A student will receive a ZERO on the exam if they miss an exam or arrive after the first student has turned in the exam and left the room. However, a student may become excused from an exam under documented extenuating circumstances, such as a major illness, accident, or death in the family. Please email me and the TA as soon as you know you will be missing the exam. The remaining assignments will then be reweighted.

GRADING

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale (see below).

Arts & Science Letter Grade Input Scheme

Assignment mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
F0 (0)	0

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

TENTATIVE COURSE SCHEDULE

DATE	TOPIC	READING	ASSIGNMENTS
Mon, Sep. 10	Introduction	Ch. 1	Participation and MindTap Free Points!!!
Wed, Sep. 12	Theories and Causes	Ch. 2	
Mon, Sep. 17	Assessment, Diagnosis, and Treatment	Ch. 4	
Wed, Sep. 19	Autism Spectrum Disorder and Childhood-Onset Schizophrenia	Ch. 6	Assignment 1 Distributed
Mon, Sep. 24		Autism case study (DSM-5 casebook, Ch 2) Psychosis case study (DSM-5 casebook, Ch 8)	
Wed, Sep. 26	Attention-Deficit/Hyperactivity Disorder	Ch. 8	
Mon, Oct. 1		ADHD case study (DSM-5 casebook Ch 1)	
Wed, Oct. 3	Conduct Problems	Ch. 9	Assignment 1 Due
Mon, Oct. 8	THANKSGIVING DAY (NO CLASS)		
Wed, Oct. 10		Conduct problems case study (DSM-5 casebook, Ch 13)	
Mon, Oct. 15			
Wed, Oct. 17	MIDTERM EXAM		
Mon, Oct. 22	Depressive and Bipolar Disorders	Ch. 10	
Wed, Oct. 24		Depression case study (Kearney casebook, Ch 3)	
Mon, Oct. 29		Bipolar case study (Wilmhurst casebook, Ch 19)	
Wed, Oct. 31	Anxiety and Obsessive-Compulsive Disorders	Ch. 11	
Mon, Nov. 5		Separation anxiety disorder case study (DSM-5 casebook, Ch3)	Assignment 2 Distributed
Wed, Nov. 7		GAD case study (Wilmhurst casebook, Ch 14) OCD case study (Wilmhurst casebook, Ch 15)	

Mon, Nov. 12	Trauma- and Stressor-Related Disorders	Ch. 12	
Wed, Nov. 14		PTSD case study (Wilmhurst casebook, Ch 23)	
Mon, Nov. 19	Health-Related and Substance-Use Disorders	Ch. 13	
Wed, Nov. 21		Pediatric pain case study (Kearney casebook, Ch 12)	
Mon, Nov. 26	Feeding and Eating Disorders	Ch. 14	Assignment 2 Due
Wed, Nov. 28		Eating disorder case study (Wilmhurst casebook, Ch 21)	
TBA	FINAL EXAM		