

ADVANCED CHILD CLINICAL PSYCHOLOGY (PSYC 337)

Fall 2020

All times reported below are Eastern Time

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ACKNOWLEDGEMENT OF TERRITORY

To begin, let us acknowledge that Queen’s is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to be live, learn and play on these lands.

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 Anishinaabek 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 at <http://www.queensu.ca/encyclopedia/t/traditional-territories>

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:

- Appreciate 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
- Review and evaluate research findings related to the development and treatment of child and adolescent mental disorders
- Propose new future directions for research related to child clinical psychology

REQUIRED TEXT

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

The loose-leaf version of the textbook sold in the campus bookstore is bundled with the MindTap online resource. MindTap provides various resources to help study the material from each chapter. The use of this resource is recommended but not required (thus, purchasing a version of the textbook without MindTap would be fine).

COURSE WEB SITE

This syllabus, announcements, PowerPoint presentations and slides, quizzes, assignment portals, and other course material can be found on OnQ.

OFFICE HOURS

Synchronous Virtual Office Hour – I will host a virtual office hour each week on Thursdays 6-7pm via Zoom. The link each week will be <https://zoom.us/j/99501744425>. Email me when you enter the “Waiting Room” so I know you are waiting and to give me a chance to verify that you are a student in the course. I will speak with one student at a time while other students wait in the “Waiting Room.”

Asynchronous “Ask Dr. Flores” Office Hour – I will make a video each week in which I answer student questions to give every student an opportunity to ask questions and hear answers to other students’ questions. To submit a question, click on “Assessments” in the

OnQ course website then “Surveys” then “Ask Dr. Flores Asynchronous Office.” Submit your questions by 6pm each Thursday to be included in that week’s video.

ACCOMMODATIONS STATEMENT

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see <https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Please submit accommodation letters to our accommodations course TA, Tanya Tran.

ACADEMIC CONSIDERATION FOR STUDENTS WITH EXTENUATING CIRCUMSTANCES

Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

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. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

ACADEMIC INTEGRITY

Queen’s students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

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 to 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 plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and 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.

Please read Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service, which governs 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. For further information about how you can exercise control over cookies, see Turnitin's Privacy Policy.

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.

COPYRIGHT OF COURSE MATERIALS

This course textbook is copyrighted and is for the sole use of students registered in PSYC 337. This material shall not be distributed or disseminated to anyone other than students registered in PSYC 337. 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 337. 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 337. 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.

PRIVACY STATEMENT

This course makes use of 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.

- Turnitin - http://turnitin.com/en_us/about-us/privacy

COURSE REQUIREMENTS

AT-HOME PARTICIPATION (10%)

Introductory Activity – To earn 5 points toward “at-home participation,” please complete the following two introductory activities: (1) take the “introduction survey” (2 points); and (2) post a headshot of yourself and state your favorite movie growing up on OnQ to introduce yourself! (3 points). See OnQ course website (Content – Week 1) for further instructions.

Weekly Quizzes – A maximum of 45 points can be earned through weekly quizzes on OnQ. The purpose of weekly quizzes is to encourage you to keep up with the reading and lectures each week. Each weekly quiz will consist of 5 straightforward multiple-choice questions (worth 1 point each). Although the weekly quizzes will be open-book, you will have just ONE minute to complete each question. There will be 10 quizzes, and your lowest quiz will be dropped. 9 quizzes X 5 points each = 45 points. Quizzes will be posted each Friday morning at 8:30am for 5 days (until the next Wednesday at 8:30am).

Case Studies – A maximum of 50 points can be earned from responding to case study prompts on OnQ. Case study readings and prompts will be posted on OnQ (1-2 case studies per unit). Responses should be about 4-5 sentences in length. Each case study response will be worth 5 points. Case study prompts will be graded on depth of analysis/thoughtfulness and clarity: 5 points will be given to very thoughtful and clear responses; 4 points will be given to thoughtful and clear responses; 3 points will be given to responses that need improvement. Given that there will be 11 case studies assigned, I will drop your lowest case study score. Case study responses are due by 11:59pm each Thursday (with a grace period until 11:59pm the following Monday).

The grace periods for completing participation activities and the flexibility of dropping one quiz and one case study response is provided to account for brief illnesses and distressing events that may occur during the course of the semester. I have decided to provide this flexibility automatically to all students to use at their discretion rather than requiring a Self Declaration for Brief Absence. Thus, Self Declarations will not be necessary nor accepted for this portion of the course. Please pursue a Short-Term Extenuating Circumstances (more than

72 hours – 3 months) Academic Consideration or an Academic Accommodation for Students with Disabilities if greater flexibility is needed.

GROUP WRITTEN ASSIGNMENTS (30%)

You will be assigned to groups of 4 students in the fourth week of class. You will complete two written assignments together over the course of the semester. In the first paper, you will review research about the role of an etiological or risk factor in the development and treatment of a particular mental disorder (~6-8 pages, 15% of grade). In the second paper, you will write a research proposal related to the etiological/risk factor that you wrote about in the first paper (~6-8 pages, 15% of grade). Instructions for assignments (including page lengths, which may be different than above) will become available on OnQ (see course schedule for dates). Assignments are to be submitted electronically on OnQ via Turnitin (see below) by 11:59pm 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 (60%)

There will be a midterm and a final exam (non-cumulative), each worth 30% of your grade. Exams will be considered “open-book” and will be posted on OnQ for a 24-hour period starting at 8:30am (see schedule below for dates). Once you begin an exam, you will have up to 3 hours to complete the exam. Questions may be in the form of short answer or long response. Questions will cover material presented in lecture videos and material presented in the readings. You are responsible for *all* materials covered in lecture AND in the assigned reading.

A make-up midterm exam has been scheduled for a 24-hour period starting at 8:30am on Friday, November 13, 2020 for students unable to write the midterm exam due to a documented extenuating circumstances, such as a major illness, accident, or death in the family. Please email me and the course TAs as soon as you know you will be missing the exam.

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 via SOLUS immediately prior to the Thanksgiving holiday; for the Winter Term they are posted on the Friday before Reading Week, and for the Summer Term they are individually noted on the Arts and Science Online syllabi. 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.**

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	ASSIGNMENT DUE
Sep. 8-11	Introduction	Ch. 1	Week 1 Quiz No Quiz This Week, Everyone Gets 5 Points!
Sep. 14-18	Theories and Causes; Assessment, Diagnosis, and Treatment	Ch. 2 and 4	Week 2 Quiz Quizzes are posted Fridays at 8:30am with a grace period until the following Wednesday at 8:30am
Sep. 21-25	Autism Spectrum Disorder (ASD)	Ch. 6 (ASD sections) Autism case study (Wilmhurst casebook, Ch 7)	Week 3 Quiz Case Study Q1 Case Study responses are due by Thursday at 11:59pm with a grace period until the following Tuesday at 11:59pm
Sep. 28 – Oct. 2	Attention-Deficit/Hyperactivity Disorder (ADHD)	Ch. 8 ADHD case study (DSM-5 casebook Ch 1)	Week 4 Quiz Case Study Q2 <i>Assignment 1 Assigned</i>
Oct. 5-9	Conduct Problems	Ch. 9 Conduct problems case study (DSM-5 casebook, Ch 13) Mixed Case Study 2 (Kearney, Ch 14)	Week 5 Quiz Case Study Q3 Case Study Q4
Oct. 13-16	3-Hour Midterm Exam	Study for Midterm	24-hour period starting on Thursday Oct 15 at 8:30am
Oct. 19-23	Depressive and Bipolar Disorders	Ch. 10 Depression case study (Kearney casebook, Ch 3) Bipolar case study (Wilmhurst casebook, Ch 19)	Week 7 Quiz Case Study Q5 Case Study Q6
Oct. 26 – 30	FALL BREAK!!!		
Nov. 2-6	Anxiety and Obsessive- Compulsive Disorders	Ch. 11 GAD case study (Wilmhurst casebook, Ch 14) OCD case study (Wilmhurst casebook, Ch 15)	Week 8 Quiz Case Study Q7 Case Study Q8 <i>Assignment 1 Due Nov 6 at 11:59pm; Grace period until Nov 9 at 11:59pm</i>

Nov. 9-13	Trauma- and Stressor-Related Disorders and Childhood-Onset Schizophrenia (COS)	Ch. 12 Ch. 6 – COS section Articles posted on OnQ PTSD case study (Wilmhurst casebook, Ch 23)	Week 9 Quiz Case Study Q9 <i>Assignment 2 Assigned</i>
Nov. 16-20	Substance Use and Sleep Disorders	Ch. 13 Substance use case study (Wilmhurst casebook, Ch 20)	Week 10 Quiz Case Study Q10
Nov. 23-27	Eating Disorders and Borderline Personality	Articles posted on OnQ Borderline personality case study (Wilmhurst casebook, Ch 22)	Week 11 Quiz Case Study Q11
Nov. 30 – Dec. 4	Catch-Up and Finish Final Projects		<i>Assignment 2 Due Dec 4 at 11:59pm; Grace period until Dec 7 at 11:59pm</i>
TBD	Final Exam		

Please note that I reserve the right to modify the course syllabus during the semester as the course progresses and external events may dictate. Any changes made will be communicated to you in class and/or via your Queen’s email, and changes will be made to the syllabus shared on OnQ.