

ADVANCED CHILD CLINICAL PSYCHOLOGY (PSYC 337)

Fall 2020

All times reported below are Eastern Time

PROFESSOR Luis Flores, PhD

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

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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 accommodations course TA, Tanya Tran.

ACADEMIC CONSIDERATION FOR STUDENTS WITH EXTENUATING CIRCUMSTANCES

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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

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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. , Q G R L Q J V R V W X G H Q W V ¶ Z R U N Z L C source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

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

GROUP WRITTEN ASSIGNMENTS (30%)

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

TENTATIVE COURSE SCHEDULE

DATE



READING

ASSIGNMENT DUE

