

**ADVANCED CHILD CLINICAL PSYCHOLOGY (PSYC 337)**  
Fall 2019

Mondays 8:30-9:50am  
Thursdays 10:00-11:20am  
Biosciences Complex, Rm. 1102

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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

Evaluate the validity and implications of research findings related to child clinical psychology

Understand treatment and prevention strategies for specific child and adolescent mental disorders

### **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). A copy of this book is available on reserve for up to 3-hour loans at Stauffer Library.

### **TOP HAT**

We will be using the Top Hat ([www.tophat.com](http://www.tophat.com)) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message.

## **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 a

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 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.

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### **PRIVACY STATEMENT**

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policy. You are encouraged to review these documents, using the links below, before using the sites.

- <https://tophat.com/legal/privacy-policy/>  
itin - [http://turnitin.com/en\\_us/about-us/privacy](http://turnitin.com/en_us/about-us/privacy)

### **COURSE REQUIREMENTS**



## **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

## TENTATIVE COURSE SCHEDULE

DATE	TOPIC	READING	ASSIGNMENT DUE
Thu, Sep. 5	Introduction	Ch. 1	Ch 1 Test Questions (extension until Oct 11)
Mon, Sep. 9	Theories and Causes	Ch. 2	Ch 2 Test Questions (extension until Oct 11)
Thu, Sep. 12	Assessment, Diagnosis, and Treatment	Ch. 4	Ch 4 Test Questions (extension until Oct 11)
Mon, Sep. 16	Depressive and Bipolar Disorders	Ch. 10	Ch 10 Test Questions
Thu, Sep. 19		Depression case study (Kearney casebook, Ch 3)	<i>Assignment 1 Assigned</i> Case Study Q1
Mon, Sep. 23		Bipolar case study (Wilmhurst casebook, Ch 19)	Case Study Q2
Thu, Sep. 26	Anxiety and Obsessive-Compulsive Disorders	Ch. 11	Ch 11 Test Questions
Mon, Sep. 30		Separation anxiety disorder case study (DSM-5 casebook, Ch3)	Case Study Q3
Thu, Oct. 3		GAD case study (Wilmhurst casebook, Ch 14)	
		OCD case study (Wilmhurst casebook,	



**Please note that I reserve the right to modify the course syllabus during the semester as the**