

**ADVANCED CHILD CLINICAL PSYCHOLOGY (PSYC 337)**  
**Winter 2024**

**ACKNOWLEDGEMENT OF TERRITORY**

Let us acknowledge that Queen's University occupies traditional Anishinaabe and Haudenosaunee territory. 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 are tied to the land and continue to develop in relationship to the territory and its other inhabitants today. Indigenous communities in Kingston/Katarokwi continue to reflect the area's Anishinaabe and Haudenosaunee roots. There is also a significant Métis community and First Peoples from other Nations across Turtle Island present here today. To read more about the history of the land, see the Queen's Encyclopedia and to learn more about land acknowledgements, [see the Office of Indigenous Initiatives](#).

**REQUIRED TEXT**

*Child Psychopathology* (8th ed.) by Eric J. Mash, David A. Wolfe, and Katherine Nguyen Williams (Cengage)

Hard copy and electronic versions of the textbook bundled with the MindTap online resource are sold at the campus bookstore and at the [Cengage website](#). MindTap provides various resources to help study the material from each chapter. The use of this resource is required.

**COURSE WEB SITE**

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

**HYBRID OFFICE HOUR**

Hybrid Office Hour – I will host a hybrid office hour each week. The Day/Time, Office Number, and Zoom link are posted on OnQ.

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.”

6. Pay close attention to what your peers say/write before you respond. Think through and re-read what you have written before you post online or send your comments to others.
7. Be open to having your ideas challenged and challenge others with the intent of facilitating growth.
8. Look for opportunities to agree with one another, building on and intentionally referencing peers' thoughts and ideas; disagree with ideas without making personal attacks, demeaning, or embarrassing others.

### **FOSTERING ACCESSIBILITY**

All of us have a shared responsibility for fostering accessibility and promoting meaningful inclusion of those with disabilities. [Accessibility Hub](#) at Queen's University's Human Rights & Equity Office offer a host of [tutorials](#) that provide us all with practical tips for:

- Creating accessible documents, e.g., to submit to your teaching team or share with peers in peer feedback activities/in a presentation,
- Emails, e.g., while communicating with group members or your teaching team, and
- Meeting practices (e.g., in tutorials/labs/seminars or virtual meetings).

### **NAME/PRONOUN**

If, for whatever reason, you wish to change how your name appears in onQ and/or on class lists, please follow these steps. You may also use this process to add your pronouns to the appearance of your name.

1. Log into SOLUS.
2. Click on Personal Information tab.
3. Click on the Names tab
4. Click on the Add New Name tab
5. Choose Preferred from the Name Type drop down menu
6. Enter the name you would like to appear in onQ and/or on class lists.
7. Click Save.

Please allow 24 to 48 hours for your name to be registered within the system. If you have further questions or concerns, please contact ITS at Queen's University.

### **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](#)





1. **Honesty** – Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.
2. **Trust** – Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.
3. **Fairness** – Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.
4. **Respect** – Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas.
5. **Responsibility** – Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.
6. **Courage** – To develop and sustain communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action -- standing up for them in the face of pressure and adversity — requires determination, commitment, and courage.

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of detecting plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence ([AI-generated text](#)). These results are not reported to your instructor at this time but could be in the future.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. The similarity report generated after an assignment file is submitted produces a similarity score for each assignment. A similarity score is the percentage of writing that is similar to content found on the internet or the Turnitin extensive database of content. 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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## **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

- FeedbackFruits - <https://feedbackfruits.com/privacy>
- Turnitin - [http://turnitin.com/en\\_us/about-us/privacy](http://turnitin.com/en_us/about-us/privacy)

## **COURSE REQUIREMENTS**

### **PARTICIPATION (10%)**

Complete the following each week (see participation rubric for grading details):

Online Lecture Videos – View lecture videos on OnQ **before** in-person class.

MindTap Mastery Training –





## 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  |

*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                            |

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## TENTATIVE COURSE SCHEDULE

**DATE**

**MODULE - TOPIC**

\* 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.

**Please note that I reserve the right to modify the course syllabus during the semester as the FRXUVH SURJUHVVHV DQG H[WHUQDO HYHQWV PD\ GLFWDWI communicated to you in class and/RU YLD \RXU 4XHHQ¶V HPDLO DQG FKDG the syllabus shared on OnQ.**