

CHILD-ADOLESCENT CLINICAL PSYCHOLOGY
PSYC 809
WINTER 2025

Instructor

Dr. Kate Harkness (she/her)
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CL04 Knowledge of the contextual factors (e.g., developmental stage; family environment) that impact the development, expression and course of child and adolescent psychopathology

CL05 The ability to apply key concepts from developmental psychopathology to the conceptualization of child and adolescent psychopathology

Equity, Diversity and Inclusivity Statement

Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect and systemic discrimination exists within our institutional structures, policies and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faichheorianieco oicatus ao gher eaes

All students are required to read the article(s)/chapter(s) listed in the Reading List to facilitate in-class discussions.

The reading list contains several chapters. These can be downloaded or viewed as PDF files Through [Queen's Library Course Reserves](#).

Methods of Assessment and Grading Scheme

Course Engagement 30%

Reflections on Readings 20%

(Christon et al., 2015, Cognitive and Behavioral Practice; Padesky, 2020, Cognitive and Behavioral Practice; Thomassin and Hunsley, 2019). (see rubric for more details)

Late Policy

The Seminar Presentation and Case Conceptualization assignments have hard deadlines that are the date of presentation. If you anticipate not being able to present on your assigned date, please

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

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. These values are central to the building, nurturing, and sustaining of an academic

- We all share in maintaining a culture of integrity, if you become aware of anyone trying to share, or solicit, answers to tests or exams, please remind them that this is against the rules and inform your TA or instructor immediately.

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 subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Accommodations for Disabilities

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 their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at [Senate in November 2016](#). 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](#).

Academic Consideration for Students in Extenuating Circumstances

The point person for academic considerations for Psychology is Tara Karasewich (psyc.accom@queensu.ca).

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to:

- Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)
- Responses to traumatic events (e.g., Death of a loved one, divorce, sexual assault, social injustice, etc.)
- Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in 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](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

For guidance on submitting requests, please see refer to the Resource Guides available on the [Academic Consideration website](#) under “Applying for Academic Consideration.”

If you need to request academic consideration for this course, you will be required to provide the following name and email address to ensure it reaches our team accordingly:

Instructor/Course Coordinator Name: Tara Karasewich

Instructor/Course Coordinator email address: psyc.accom@queensu.ca

Students are encouraged to submit requests as soon as the need becomes apparent and to contact me as soon as possible once Consideration has been verified. Any delay in contact may limit the Consideration options available.

Please follow up with Tara Karasewich using the email psyc.accom@queensu.ca within 2 days of receiving verification of your Consideration request.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, [please see our website](#).

Etiquette Statement

University is a place to share, question, and challenge ideas. Each student brings a different set of lived experiences. You can help to create a safe, respectful place for learners by promoting the following guidelines:

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on other people's lives and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's alright to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

Psychology 809: Course Outline¹

Date

