

ADVANCED ADULT CLINICAL PSYCHOLOGY
PSYC 336
Fall 2023
Tuesday 8:30-9:50am

participant in course discussions, you should also strive to honour the diversity of your classmates.

Relatedly, most of the readings in this course were written 3-6 years ago. We have made a lot of strides since then, especially in terms of our use of inclusive and non-marginalizing language. If you read something in the readings that you find offensive or upsetting, please let me know. I will try my best to contextualize the information in the readings, but I might miss something. **Please be assured that my decision to assign these particular readings does not mean that I accept and/or agree with all of their content.**

Important University Dates

Key dates (first day of class, tuition due date, last day to add/drop courses) are important to your academic success. Please find them at [Important Dates](#).

Intended Student Learning Outcomes

To complete this course, students will demonstrate their ability to:

1. Understand the definitions of, and assessment methods for, psychopathology
2. Identify and describe the major etiological models of psychopathology
 - a. Describe the major evidence-based treatment modalities for psychopathology
3. Apply the knowledge of etiological treatment models for psychopathology to develop novel research questions

Required Reading (available at the campus bookstore)

PSYC336 Course Pack

Methods of Assessment and Grading Scheme

Brochure Assignment:	20%	[Tuesday, October 17th, 6:00pm]
Midterm Exam:	25%	[Tuesday, October 20th]
Group Poster:	15	

OR final exam). Students who do not meet criteria for exemption will receive a grade of zero for a missed examination.

Fall term centralized deferred exam period: Dates TBD

Please see separate rubrics for each assignment for due dates. Late brochure assignments and research proposals will be deducted 5% for each day they are late.

Suggested Time Commitment

In this course, you should expect to invest on average 8 to 10 hours per week. This will include the time you spend in class or lab/tutorial, studying course material, and completing weekly homework or preparing for your larger assignments and exams. You are encouraged to use a term at a glance and a weekly study schedule (visit [SASS](#)) that distributes the 8-10 hours per week. This way you will be more likely to complete the course successfully and remember what you learned longer.

Location and Timing of Final Examinations

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 immediately prior to the Thanksgiving holiday. **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.** Also, as indicated in Academic Regulation 8.3, students must write all final examinations in all on-campus courses on the Kingston campus.

Grading Method

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 the 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

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 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](#)).

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](#)), on the [Arts and Science website](#), and from the instructor of this course. Departures from academic integrity include plagiarism of written assignments; use of unauthorized materials in examinations; forgery or falsification in assignments and examinations. 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.

Plagiarism

- Please note that we have had issues in the past with unintended plagiarism in this course. Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that

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

Etiquette Statement

University is a place to share, question, and ch different set of lived experiences. You can help to create a safe, respectful place for learners by promoting the

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.
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 336: Course Outline*

Date	Topic
Sept. 5	Introduction and Diagnostic Issues
Sept. 8	Beyond diagnostic categories: The Research Domain Criteria
Sept. 12	Anxiety Disorders 1
Sept. 15	Anxiety Disorders 2: Panic Disorder
Sept. 19	Anxiety Disorders 3: Social Anxiety Disorder and Treatment
Sept. 22	NO CLASS: Instructor out of town
Sept. 26	Obsessive-Compulsive Disorder 1
Sept. 29	Obsessive-Compulsive Disorder 2
Oct. 3	Posttraumatic Stress Disorder 1
Oct. 6	Posttraumatic Stress Disorder 2
Oct. 9-13	Reading Week
Oct. 17	Unipolar Depressive Disorders 1 ** BROCHURE ASSIGNMENT DUE by 6pm
Oct. 20	** IN-CLASS MIDTERM (everything up to reading week)

Nov. 24 NO CLASS: Time to work on your Research Assignment with your Group

Nov. 28 **Research Day **POSTER ASSIGNMENT DUE Monday night 6pm (Nov. 27)**

Dec. 1 Research Day

*Please note that I may need to modify the order of topics covered on the course syllabus as the course progresses and/or as external events may dictate. Any changes will be conveyed to you through email and/or OnQ.