

# PSYC\*4460 - Advanced Topics in Clinical and Applied Developmental Psychology

## Winter 2026 Course Outline

Section: 01

Credits: 0.50

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## Land Acknowledgement: Guelph

The University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer respect to our Anishinaabe, Haudenosaunee and Métis neighbours. Today, this gathering place is home to many First Nations, Inuit, and Métis peoples and acknowledging them reminds us of our important connection to this land where we work and learn.

## Calendar Description

This course covers issues and theories in clinical or applied developmental psychology. Topics may include pediatric (child health) psychology, attachment relationships, non-suicidal self-injury, and aggression. The selected topic, to be announced prior to course selection, will vary on the basis of the expertise of the instructor.

**Prerequisite(s):** 14.00 credits including PSYC\*2020, PSYC\*3290, (1 of FRHD\*2270, PSYC\*2450, PSYC\*2740)

**Restriction(s):** Restricted to students in BAH.PSYC or BAH.PSYC:C with a minimum 70% cumulative average in Psychology courses.

**Department(s):** Department of Psychology

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## Course Description

This course is designed to provide students with an overview of clinical and applied developmental psychology through the lens of a clinical psychologist. Topics will include but are not limited to pediatric (child health) psychology, attachment relationships, non-suicidal self-injury, suicidal ideation, aggression, assessment, and counselling. A review of relevant theory and research will be interwoven through each topic, such as biologically based theories, and feminism. This course is intended primarily for honours students in psychology who plan to pursue further training in clinical psychology at the graduate level or who plan to work in a setting where knowledge of clinical developmental psychology would be an asset. Weekly class meetings will include didactic (lecture) from the course facilitator, small group discussions, and larger group activities. Smaller group discussions and projects will provide students the opportunity to critically engage with content from the lectures and readings. Students will engage in a range of activities, including group presentations, creating an infographic, and class discussions.

## Lecture Schedule

Mon 8:30am-11:20am in MCKN\*234 (1/5 to 4/21)

## Instructor Information

**Stephanie Craig**

Email: [scraig07@uoguelph.ca](mailto:scraig07@uoguelph.ca)

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## Additional Support

TA: Sarah Moss

Email: [smoss05@uoguelph.ca](mailto:smoss05@uoguelph.ca)

The professor and TA will respond to emails within 2-3 business days.

Please indicate Psyc4460 when emailing.

## Learning Resources

Required Texts: There is no text required for this course. Please note that a number of peer reviewed articles and textbooks chapters (online availability) will be assigned throughout this course and will be provided the week before each class. You can find these readings on CourseLink.

## Cost of Textbooks and Learning Resources

There is no cost to the readings for this course.

## Course Level Learning Outcomes

### Specific Learning Outcomes:

By the end of this course, a successful student will:

1. Have a better understanding of childhood and adolescent development.
2. Have gained knowledge about the clinical and applied qualities of developmental psychology.
3. Be able to extract and integrate information from assigned readings.
4. Have gained knowledge about theoretical orientations regarding developmental psychology.
5. Be able to respond to others' points and questions thoughtfully and respectfully.

## Schedule of Topics and Assignments

Day	Date:	Topic	Activities	Due
Mon	1/5	Intro and course overview		
Mon	1/12	Biological and Cognitive Changes		
Mon	1/19	Family and Attachment		
Mon	1/26	Culture, Gender, Sexuality, and Identity		
Mon	2/2	Peers, Bullying and School and Infographic discussion	Group presentation	
Mon	2/9	Trauma and PTSD	Group presentation	
Mon	2/16	Winter Break		
Mon	2/23	Anxiety Disorders	Group presentation	INFOGRAPHIC DUE
Mon	3/2	Mood Disorders and Suicidal Ideation	Group presentation	
Mon	3/9	ADHD	Group presentation	
Mon	3/16	Behaviour Disorders (ODD, CD)	Group presentation	
Mon	3/23	Justice-involvement for youth and Psychopathy	Group presentation	
Mon	3/30	Counselling: theoretical orientations	Group presentation	
Mon	4/6	No Class		
Mon	4/13	No Class		
Mon	4/20	No Class		

## Assessment Breakdown

{NOTE: instructor can add another row by hitting "TAB" button when they are at the end of the row}

Description	Weighting (%)	Due Date
Discussion boards	10%	Biweekly
Participation	10%	Weekly

Infographic	30%	February 23
Group presentation	35%	Weeks 5-12
Peer Evaluation for groups	15%	April 6

## Assessment Details

### Peer Evaluation

#### Peer Evaluation for Group Presentations

**15**

Please evaluate each group fairly based on the rubric provided in Feedback Fruits based on your experience watching their presentations. Please note you may NOT evaluate a group presentation that you were not present for. Focus on whether the group met the criteria for content, analysis, recommendations, and presentation effectiveness rather than personal preferences. Your feedback should be respectful, constructive, and aimed at helping the group improve.

5% of your final grade will be based on the feedback you provide. In order for you to receive full marks for providing peer feedback, you must provide fulsome feedback for at least 5 of the presentations. What is fulsome feedback? It means providing respectful comments to accompany your grade and not just giving every group a perfect score.

10% of your final grade will be based on the grades from your peers.

### Assignment

#### Infographic

**30**

Communicating information (SciComm) is an important skill in research. However, these days, information that cannot be consumed quickly is often passed over. This project is designed to help you learn how to accomplish quickly relaying information to the public. You will take a topic with least one original research paper (i.e., not a review paper) and put the results into an infographic. You can use more than one paper if you prefer. You should aim your infographic at informing either adolescents or parents of adolescents about your topic of choice (i.e., be aware of your language and reading level). The infographic can be on any aspect of adolescence from the course (e.g., mental health, peers, bullying, eating, physical activity, anxiety families etc.). You may work in partners for this project. More information about this project will be available on courselink and will be discussed during week 5 lecture. Please note that although infographics appear to be "easier" they can often take longer than expected. Please make sure to leave yourself enough time to complete the assignment.

### Group Presentation

#### Group Media Presentation and Discussion

**35**

Students will work in groups to deliver class presentations focusing on and critically analyzing the portrayal of a character or situation that reflects a mental health difficulty in television or film. The example MUST be a child or adolescent. Your group must rank order the topics listed in the syllabus for presentation weeks (Weeks 5-13) for what topic your group would like to present (i.e., if you want to present on Trauma, you will present during the Trauma week). The topic of the video will mirror the topic of the presentation. See Courcelink for more details on the presentation.

**Finding a group:** Often finding a group can be difficult. To help with this, you will be able to sign up as an individual on the Courcelink group page. You can also make a post in the "find group members" forum on Courcelink.

Upon forming your group, create a ranked list of topics that your group would like to cover from the course. **By January 12<sup>th</sup>, please submit a rank-ordered list of weeks in which your group wishes to present.** Given the range of topics and number of groups, you may not get your first choice. Bear in mind that becoming a clinical psychologist means having knowledge across multiple areas; further, if your topic is not your top interest, you may focus your infographic on a topic of high interest to you.

Once your topic and presentation date are confirmed, identify a specific television show/film in which your chosen topic has been portrayed. You only need to identify one media portrayal (i.e., character) per topic. Some topics may have numerous portrayals so just select one of these. Please be sure that each member of your group has watched the film or relevant television episode(s) for your topic; this will help in preparation for the presentation and ensure everyone is on the same page with regard to the presentation requirements.

### Participation

#### Class Participation

**10**

You are expected to attend all classes. As this is a fourth-year course, active participation in class is expected (15% of your final grade). Although the quantity of your ongoing contributions will be considered, the quality is particularly important. Participation in class discussion should reflect your completion of assigned readings and active engagement with lecture material. You will be expected to engage in group discussions using skills, including initiation of a topic or idea, clarifying and paraphrasing either content from the readings/class or from a member of the class, offering counter-arguments, demonstrating willingness to consider other perspectives, and generally engaging in a productive and critical discussion of course material.

As I get to know each of you at the beginning of the course, make sure you introduce yourself! This will help me to effectively assess participation and engagement in group discussions. I will also provide sticky notes and a marker to write your name, please post this on the back of your laptop so we can see your name when you speak.

At times, we will be splitting off into smaller breakout groups to help facilitate discussions. At other times, we will be discussing in large class format. All attempts will be made to capture participation in both formats to accommodate those who are less comfortable speaking in a large group. Instead of emailing us to let us know you are sick, full attendance will be attending 10/12 classes, 80% of classes is 8/12 classes. Meaning you can miss 2 classes without your grade being impacted. Please do not come to class sick!

Note: "Adds to discussion = thoughtful questions, points that are based in week's readings or other academic sources, does not include personal anecdotes or opinions not based on research.

Think "would this get me full points on discussion board?" If not- likely not adding to discussion.

Grading Scheme (out of 10, worth 10% of grade)

10- Speaks regularly in class (i.e., every class) and adds to the discussion, attended all classes

9- Speak often in class (i.e., almost every class) and adds to discussion, and always seen adding to small group discussions, attended all classes.

8- Speaks sometimes in class (50% of classes or more) and often adds to discussion, although mainly uses anecdotes or opinions. Seen adding to small group discussion. Attended 80% of classes

7- Rarely speaks in class, and/or typically only includes personal anecdotes or opinions, can be seen speaking in small groups adding to the discussion, attended 80% of classes

6- Rarely speaks in class, talks in small groups, attended 80% of classes

5 or lower- Does not speak in class, has attended fewer than 80% of classes

*\*\*Note: attendance will include staying until the end of class, which includes presentations. It will also include actively listening in class (i.e., not emailing/ working on other things during class). It is important for clinical psychologists to be present in the room, meaning no distractions. As this is a course on clinical psychology, it is a great time to practice this mindfully! I highly recommend turning your email and social media off during class to maintain your focus within the class.*

## Reflective Activities

### Discussion Questions (5 weeks)

10

You will be required to contribute to biweekly online discussion forums on topics related to course content over the course. Active biweekly participation in each online forum accounts for a total of 10% of your overall grade. In order to receive your points per week, you must post 1 question and 1 answer biweekly relevant to our class subject matter. In your responses, you are required to refer to one of the week's readings or other academic papers. Please use APA style when referring to readings (e.g., Craig et al., 2025) in your answers. You cannot split the weeks (ask one question one week and answer 2 the next), in order to get your full points you have to do all the components for that week.

You will be marked out of 1 on each question and post (completed or not).

Question (2 mark): Question must be open ended (no yes/ no or fact based question). Preface your question with some background and include reference to ONE article (either from the class or external) and ONE reference to lecture/ class material (i.e., if Dr. Craig presented/ discussed material and/or someone brought something up in class). If using an external reference, include full APA reference at the bottom. Will receive 1 mark for a good question and 1 mark for using appropriate references (one article and one reference to lecture material).

Response (2 mark): Must be a fully thought-out response and include at least ONE reference (either from the class or external) and ONE reference to lecture/ class material (i.e., if Dr. Craig presented/ discussed material and/or someone brought something up in class). If using an external reference, include full APA reference at the bottom. Will receive 1 mark for a good question and 1 mark for using appropriate references (one article and one reference to lecture material).

Total marks /20, worth 10% of your grade

*Hint: If you are taking notes in class, flag possible post ideas. If Dr. Craig brings something up that interests you, write it down and then refer to either course readings or an external reading to discuss what you are interested in.*

The Courselink platform will be used for online discussion about class topics. You are required to complete 5 weeks. During the weeks where I lecture on a topic, please post on the week's topic related to childhood or adolescence. There is ONE flex week for you to catch up on your posts if you were unable to complete it during the course the week after the course has finished. That gives you a total of 14 weeks to complete your 5 posts.

Because we have the one make up post at the end, there will be no late submissions on previous weeks.

## Groupwork evaluation

### Groupwork

### evaluation

All group members must submit a group peer evaluation form by midnight on the day of your presentation on FeedbackFruits. You will not be graded on this, however, **if you do not complete these, you will lose 5% from your individual group presentation grade.**

All students MUST contribute to group projects. If any group member(s) feels that a team member is not contributing over the term (e.g., not showing up for meetings, not completing tasks, not responding to email), and you have not had success managing the issue as a group, it is your responsibility to contact me. Please do not leave this until the last minute. In the event a student is not contributing, alternative options for grading will be discussed in accord with policy.

Group presentations are assigned a single group grade that reflects the overall quality of the work. All group members receive this grade initially. To ensure fairness, peer evaluations of group member contribution may be used to make modest individual adjustments in cases where a student is consistently rated as contributing less than other members of the group.

Any grade adjustment is applied conservatively, reviewed by the instructor, and is intended to reflect substantial differences in contribution, not differences in personality, presentation style, or interpersonal dynamics. The instructor reserves the right to override peer evaluation results in documented circumstances such as illness, accommodations, or unresolved group conflict reported in a timely manner.

## Last Day to Drop Course

The final day to drop Winter 2026 courses without academic penalty is the last day of classes: April 06

After this date, a mark will be recorded, whether course work is completed or not (a zero is assigned for missed tests/assignments). This mark will show on the student's transcript and will be calculated into their average.

## Course Grading Policies

### Late Assignment

Course assignments are strictly due on the dates outlined above. Late assignments will be penalized at 10% a day. Please note that these policies are binding unless academic consideration is given to an individual student. The timeframe and due dates for all assignments are outlined in this course outline. Please note that issues related to technological malfunctions (e.g., "I forgot to hit submit," hard-drive crashes, etc.) and leisure travel are not valid reasons for extensions. The only exceptions to these rules are for unforeseen, serious circumstances of personal illness or other issues.

## Course Standard Statements

### Course Policy on Group Work:

This course has both individual and group work. Each group member is expected to contribute equally across components of the group assignment. If there is an issue or concern with regard to group work, it is your responsibility to first try and come to a resolution. If problems/concerns persist, it is your responsibility to contact me and let me know as soon as possible if your efforts have not been successful.

### Course Policy regarding use of electronic devices, recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor. As this is a seminar class and to promote safety within class discussion, I will not be recording classes. If someone is away due to health or personal emergency, you may request that I record the lecture aspect of course, however, I may choose not to record certain aspects should I find it infringes on the class's feelings of safety to explore ideas.

### Course Policy regarding materials provided by instructor and her designates:

The material shared by the course instructor as part of this course, including copies of the lecture slides, are solely for the personal use of the authorized student and may NOT be reproduced, or transmitted to others, whether it is in their original format or a modified version, without the express written consent of the course instructor.

To protect intellectual property, privacy, and academic integrity, **students are strictly prohibited from uploading any course-related materials to artificial intelligence (AI) platforms or tools** (including but not limited to ChatGPT, Claude, Gemini, Copilot, or similar services).

This prohibition includes, but is not limited to:

- Lecture slides, recordings, or notes
- Assignment instructions or prompts
- Readings, case studies, handouts
- Discussion posts or peer contributions
- Instructor feedback or grading materials

All course materials are the **intellectual property of the instructor and/or the institution**, and unauthorized uploading or sharing, whether public or private, may constitute a violation of copyright, licensing agreements, and institutional policy.

## Open Text Field #2

### Plagiarism and AI written work

I am aware that AI written work has become increasingly popular in the last couple of years. You will be required to include references and reference to lecture material in your discussion board posts. As stated above, you are NOT allowed to upload any of my slides or class materials to any AI software. I will begin the term by posting my slides. However, if I suspect that my slides are being uploaded to any AI servers based on discussion board posts, I will stop posting slides with content, and will only post with titles.

When course materials are uploaded to AI software, they are transmitted to and stored on external servers owned by the AI provider, meaning the instructor no longer has ownership of their intellectual property. This is akin to stealing. Many AI platforms reserve the right to retain, analyze, and use uploaded material for system operation, quality assurance, or model improvement, which can result in proprietary content influencing future AI outputs without attribution or consent. Uploading materials can undermine copyright protections, violate licensing or institutional agreements, and compromise exclusivity over original instructional content. AI systems also do not enforce authorship, ownership, or licensing restrictions, and uploaded content may be cached, reviewed by humans, or exposed through security or legal processes. For these reasons, uploading course materials to AI tools creates significant intellectual property and privacy risks, even when done for personal or academic purposes.

For your presentations, many students end up relying on reading AI written work when presenting. While I am not banning the use of AI for presentations, more often than not, when you read off of an AI script, you will end up losing presentation marks as you stop engaging with your audience. It is much better to be less perfect in what you say, but fully engaged with your audience.

## CSAHS Academic Misconduct Policy

The *Academic Misconduct Policy* is detailed in the Undergraduate Calendar. The University of Guelph is committed to upholding the highest standards of academic integrity and **it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct** and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct.

## Standard Statements for Undergraduate Courses

### Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct

regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-misconduct/>) is outlined in the Undergraduate Calendar.

## **Accessibility**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 10 days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the SAS website. (<https://www.uoguelph.ca/sas/>)

## **Accommodation of Religious Obligations**

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for Academic Accommodations of Religious Obligations (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-accommodation-religious-obligations/>).

## **Copies of Out-of-class Assignments**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

## **Drop Date**

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all undergraduate students except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in the Undergraduate Calendar - Dropping Courses (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/dropping-courses/>).

## **Email Communication**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

## **Health and Wellbeing**

The University of Guelph provides a wide range of health and wellbeing services at the Vaccarino Centre for Student Wellness (<https://wellness.uoguelph.ca/>). If you are concerned about your mental health and not sure where to start, connect with a Student Wellness Navigator (<https://wellness.uoguelph.ca/navigators/>) who can help develop a plan to manage and support your mental health or check out our mental wellbeing resources (<https://wellness.uoguelph.ca/shine-this-year/>). The Student Wellness team are here to help and welcome the opportunity to connect with you.

## **Illness**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

## **Recording of Materials**

Presentations that are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## **Resources**

The Academic Calendars (<http://www.uoguelph.ca/registrar/calendars/?index>) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

## **When You Cannot Meet a Course Requirement**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for Academic Consideration. (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-consideration-appeals-petitions/>)