Master’s Program in Clinical Counseling and Psychotherapy

The Institute for Clinical Social Work

CCP 540: Human Development I - Infancy through Adolescence

Spring 2014
Fridays, 3:15 p.m. – 6:15 p.m.

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ICSW Office Hours: by appointment

Course Description: This course will provide a graduate-level survey of development from infancy through adolescence. The course examines the physical, intellectual, emotional, psychological/personality and social growth and development of children and adolescents. This course is geared toward building the student’s foundational knowledge of human development for adaptation to the professional fields of counseling and clinical field work. An important component of this course will be the exploration of universality, cultural variations, and social context in human development. Particular attention is paid to factors that can facilitate or impede physical, cognitive, social, emotional, relational and psychological/personality development.

Course Objectives:

• Acquire an understanding of the concepts of development and the developmental process;
• Acquire descriptive knowledge of the sequential unfolding of growth and development;
• Acquire an appreciation for the interface between physical growth and emotional development and for the role of relationships in development;
• Become knowledgeable about the major psychodynamic theories of early development; and
• Be able to critically read popular and professional literature regarding early development and family life.

Respect for Diversity, Confidentiality, and Fellow Students: Discussing patients, clinical material, and patients’ impact on clinicians can be intense; students are expected to be sensitive to their colleagues’ during class discussions, and to protect confidentiality of clinicians and their patients. In addition, students are expected to be
respectful of the opinions of others while at the same time striving to support the values of clinical counseling.

**Students with Special Needs:** Students with special needs or difficulties in learning and completing courses assignments are strongly encouraged to notify instructors as soon as possible so that appropriate resources and accommodations can be provided.

**Student Evaluation and Grades:** Classroom instructors grade students on their coursework and submit written evaluative reports on the caliber of each student’s work. Practicum consultants/supervisors grade students and submit reports each semester evaluating their work. Students’ overall performance will be monitored each semester by the Student Progression Committee.

**Grading:** The purpose of grading is to provide a learning tool for students, i.e., to provide feedback on progress, strengths and weaknesses, and issues that need to be addressed.

**Grading Standards**
Grades are assigned according to the following standards:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Value</th>
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<tbody>
<tr>
<td>A</td>
<td>Superior Work</td>
<td>4.0 value</td>
</tr>
<tr>
<td>B</td>
<td>Satisfactory Work</td>
<td>3.0 value</td>
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<tr>
<td>C</td>
<td>Marginal Work</td>
<td>2.0 value</td>
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<tr>
<td>F</td>
<td>Failure*</td>
<td>0.0 value</td>
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<tr>
<td>P</td>
<td>Pass*</td>
<td>0.0 value</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
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</tr>
<tr>
<td>INC</td>
<td>Incomplete</td>
<td>0.0 value**</td>
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**Grading Decision**

- **A grade of INC (incomplete) requires the instructor’s written approval.** Incomplete grades should be reserved for extenuating circumstances. If an incomplete grade is given, the student must finish any work required to complete the course requirements by the end of the semester. If the course is not completed by this deadline, the student automatically receives an F (Fail) grade for the course.

- Instructors are required to submit full letter grades (not pluses or minuses) within two weeks after the end of each semester. A written evaluation of each student’s performance accompanies the grade.

- All papers submitted for class requirements are to conform to the style guide in the “Institute for Clinical Social Work Style Manual,” which is located on the ICSW website in the academic resources section. Insofar as is practicable, ICSW style follows the Publication Manual of the American Psychological Association, commonly referred to as the “APA style manual.”

**Academic Dishonesty:** Any student who engages in academic dishonesty, which includes giving or receiving unauthorized aid to any assignment or examination,
plagiarism or tampering with grades or irregularities shall be subject to disciplinary action. Such action may include a failing grade in the course, suspension, or dismissal from the program.

**Plagiarism Policy:** When plagiarism is suspected, students may be asked to submit their papers electronically to a third party plagiarism detection service. If a student is asked to submit the paper and refuses to do so, the student must provide proof that all work is correctly sited and/or original.

**Readings:** Students are required to read all assigned material and should be prepared to discuss the reading material assigned for each class.

**Class Attendance and Participation:** Active discussion of the ideas contained in the readings and lectures as well as class attendance and participation in class exercises are central to the success of this course. Excessive absences (more than a total of TWO classes) may result in a lowered grade. The instructor must being notified in advance by email or voicemail if you will not be attending class.

**Required Textbooks:**


**Course Assignments:**

Interview/Observation (50% of Final Grade): Interview of a pregnant woman or a prospective father discussing their feelings, fantasies, fears, and expectations of parenthood and the issues it evoked; or b) An observation of a child under the age of 3, focusing on the parent/adult and child interactions. Students are not looking for anything in particular, except to increase their understanding of the experience of parenthood and infancy. Think about the concepts in the readings and apply them, where possible. You will write-up a report of your interview or observation in narrative format (style and format will be discussed in class). Also, be prepared to verbally share an overview of the experience and highlight what was found especially notable during class 12. This should be about a 10 to 15 minute presentation followed by class discussion.

Final Exam (50% of Final Grade): Take-home exam. At the end of the course, students will be given several essay questions to choose from, writing about TWO. These will be turned in one week after the last class.
Weekly Course Schedule

Class 1 - Introduction (Overview of Syllabus, Nature and Nurture)

Required Readings:


Class 2 - Parenthood (Developmental Considerations, Mothers and Fathers)

Required Readings:


Class 3 - Infancy

Required Readings:


Class 4 - Attachment

Required Readings:


Class 5 - The Self in Infancy

Required Readings:


Class 6 - Language and Play

Required Readings:


Class 7 - Toddlers and Morality (Film - Babies Part 1)

Required Readings:

toddler period: Guided self-regulation. In The Development of the person (pp.
106-120). New York: Guilford Press. Database

Class 8 - Affect Regulation (Film - Babies Part 2)

Required Readings:

Herzog, J. (1982). On father hunger: The father’s role in the modulation of
aggressive drive and fantasy. In S. Cath, A. Gurwitt & J. Ross (eds), Father and child:
Developmental and clinical perspectives (pp 167-176), Boston: Little, Brown.

representations of loving and hating in the first years of life. Psychoanalytic Study
of the Child, 48, 145-169. PEP

Class 9 - Gender Identity and Development

Required Readings:

reflections on the psychology of women. Journal of the American Psychoanalytic
Association, 44(suppl), 215-238. PEP

American Psychoanalytic Association, 22, 459-485. PEP

Class 10 - The Five to Seven Shift

Required Readings:

childhood. In R. Galatzer-Levy & B. Cohler, The essential other (pp 141-165), NY:
Basic Books.

Sameroff & M. Haith, The five to seven year shift: The age of reason and responsibility
(pp 3-15), Chicago: University of Chicago Press.
Class 11 - Latency

Required Readings:


Class 12 - Presentations of Interview/Observation and Social and ProSocial Behavior

See Assignments Section for Further Information. (Instructions will also be reviewed in class).

Required Readings:


Class 13 - Adolescence (Part I of II) (Film - Cinema Paradiso part 1)

Required Readings:


Class 14 - Adolescence Continued (Part II of II) (Film - Cinema Paradiso 2)


Class 15 - Developmental Concepts in Clinical Work

Required Readings:


Lachmann, F. M. (2001). Some contributions of empirical infant research to adult psychoanalysis: What have we learned? How can we apply it? Psychoanalytic Dialogues, 11, 167-185. PEP

Class 16 - Comprehensive Review