This course is the second in a continuation of the development sequence. The focus is on the development and experiences of early childhood through latency. As in the previous course, topics will be approached from two points of view: descriptively in terms of the unfolding of the developmental process and from various theoretical perspectives. The interface between physical growth, experience, environment, and emotional development will be emphasized as will the significance of relationships in the facilitation of optimal development. Throughout, attempts will be made to integrate the subjective experience of both parent and child with theoretical conceptualizations of development.

GOALS

- 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.

EVALUATION

Grades will be weighted approximately as follows:

- Class attendance and participation, including evidence of reading assigned materials, ability to raise questions about assigned readings, ability to relate clinical experience to concepts presented: 25%
- Interview/Observation: 25%
- Final Written Assignment: take home exam: 50%

COURSE OUTLINE

Class 1, Conceptualizing Development


**Class 2, Issues in Early Childhood**


**Class 3, Gender, Gender Identity and Oedipal Development**


**Class 4, Affect, Aggression, Morality in Early Childhood**


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

Class 5, Entry into Latency: The 5 to 7 Shift


Class 6, Classic concepts of Latency


Class 7, Social and Prosocial Behavior


Class 8, Using Developmental Concepts in Clinical Work


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 POLICIES

Reading

The learning in this class takes place mostly between the assigned readings and class lectures and discussions about the material. The readings are designed to provide a foundation in the subject matter, which will then be further explained and discussed in class. It is expected that everyone will do the reading and bring any questions or reactions to class. The readings are at differing levels of difficulty and, thus, some of it is impossible to master; rather it is intended as an introduction to topics that will continue to be learned and thought about throughout the course and beyond.

Attendance

Students are expected to attend class, be on time, and participate in discussion. If a student needs to miss a class, please let the instructor know with an email or phone message.

Guidelines for Written Work

Evaluation of written work will be based on these guidelines:

1) Presentation and development of ideas:

- The introduction states the thesis and indicates how the ideas developed are intended to be presented.
- Demonstration of an accurate understanding of the material.
There is support, with sources cited, for ideas. The ideas are explained clearly and cogently and the connections between ideas are clear and explicit. An analysis is offered of the ideas that indicates the significance to the topic presented. The conclusion draws the ideas together, and strongly restates your thesis.

2) Writing:

- Use of correct grammar and spelling.
- Transitions between sentences and paragraphs are clearly explained.
- There is a logical structure and organization to the way the ideas are outlined and presented.
- References and bibliography are complete and in correct format.
- The writing is clear and persuasive.

GRADES

A work demonstrates not only mastery of the material but fluency with the material and the capacity to use the ideas creatively.

B work presents an overall understanding of the material and a well-written, well-organized presentation.

C work represents a basic grasp of the material but has some significant deficits or distortions in the use of ideas and/or written presentation.

Failing means there is little evidence of comprehension of the material and/or the presentation is in unacceptable form.

ASSIGNMENTS

- **Interview/observation:** Conduct an observation of a preschool age child or latency child (age 4-10) of about 1 hour in length. This can take place in a formal setting like a school classroom or an informal setting like a playground or grocery store or in the child’s home. Observe the child’s activities, play and behavior and the child’s interactions with others, other children or adults, whoever is present. Write a 2-3 page summary of the observation and indicate which concepts we have discussed or readings you have done that were evoked by the observation. Be prepared to discuss in class.

- **Final Exam:** Take-home exam. Prior to the end of the semester, students will be given several essay questions to turn in by the final class session. Questions should be answered in approximately 2-3 pages.

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