Institute for Clinical Social Work

CF 560 Development II: Early Childhood and Latency

Spring Semester, 2013-2014 school year
Fridays 4:15 - 6:15pm

Instructor:
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Syllabus and Class Policies

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 the child with theoretical conceptualizations of development.

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, thus not all are expected to be mastered – many readings are intended as introductions 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 before class.

Assignments: The midterm assignment will be handed out at the 4th class and must be handed in no later than the beginning of the 5th class. The final assignment will be handed out in the 7th class and the written submission handed in no later than one week following the last class. All students who have not turned in their assignments by the due dates will be marked down half a grade. All students who have not turned in their final assignments by the due date will also receive an incomplete.

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 indicate 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.
   · APA format is used and citations, including internet citations, are included.

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.

Evaluation

1) 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: 33%
2) Writing Assignment: 33%
3) Final Written Assignment: take home exam: 34%

Course Objectives

Through this course, students will:

   · 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 major psychodynamic theories of early development
• Be able to critically read popular and professional literature regarding early development and family life.

*Recommended additional readings for those who have limited experience with children (also recommended for those who have experience with children who have not read these works):


**Class 1: January 31, 2014 – Conceptualizing Development**

**Readings (to be read in preparation for 1st class):**


**Class 2: February 14 – Issues in Early Childhood**

**Readings:**


Class 3: February 28 - Gender, Gender Identity and Oedipal Development

Readings:


Also recommended:


Class 4: March 14 - Affect, Aggression, Morality in Early Childhood

Readings:


Choose one of the following:


**Class 5: March 28 - Entry into Latency: The 5 to 7 Shift**

**Mid-term assignment due**

**Readings:**


**Class 6: April 4 - Concepts of Latency**

**Readings:**


**Class 7: April 25 - Social and Prosocial Behavior**

**Final assignment will be handed out**

**Readings:**


**Class 8: May 9 - Using Developmental Concepts in Clinical Work**

**Readings:**


**Final assignment due no later than one week following the last class.**