The Institute for Clinical Social Work

CF 560, Development II: Early Childhood and Latency

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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 – 20%
- Observation – 20%
- Final Written Assignment: take home exam – 60%

Required Texts
Other Recommended Texts:


Recommended Popular Texts:


General Development Textbooks:


*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):*


**Course Outline**

**Class 1, Issues in Early Childhood**


**Other Recommended Readings:**


**Gender, Gender Identity and Oedipal Development**

( Interview/Observation)


**Other Recommended Readings:**


**Class 2, Affect, Aggression, Morality in Early Childhood**


**Other Recommended Readings:**


**Entry into Latency: The 5 to 7 Shift**


**Film:** The Up Series – 7 Up
Class 3, Classic concepts of Latency


Other Recommended Readings:


Film: The Up Series: 28 Up and 49 Up

Class 4, Social and Prosocial Behavior


Other Recommended Readings:


Class 5, Using Developmental Concepts in Clinical Work


*Other Recommended Readings:*


**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. More than two missed classes could result in an incomplete grade.

**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 that indicates the significance to the topic presented.
   - The conclusion draws the ideas together, and strongly restates the 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

- **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. Be prepared to discuss the observation, relating it to material/concepts learned in class.
• **Clinical Case Write Up:** Students will be working on a clinical case write up during their last class. This should be turned in either at the end of that class or with the final exam, one week after class ends.

• **Final Exam:** Take-home exam. Prior to the end of the semester, students will be given several essay questions to choose from, writing about TWO. These will be turned in by the final class session. Questions should be answered in approximately 2-3 pages each.