CHILD STUDY CENTER

The Yale Child Study Center is an interdisciplinary department at the School of Medicine that furthers understanding of the problems of children and families. Among the coordinated disciplines are child psychiatry, pediatrics, genetics, neurobiology, epidemiology, psychology, nursing, social work, and social policy. The mission of the Child Study Center is to improve the mental health of children and families, advance understanding of their psychological and developmental needs, and treat and prevent childhood mental illness through the integration of research, clinical practice, and professional training. The Child Study Center is unique in its scope of local, state, national, and international collaborations in research, clinical services, training programs, and policy work. More information is available on the Center’s Web site (http://medicine.yale.edu/childstudy).

Courses

* **CHLD 125a / EDST 125a / PSYC 125a, Child Development**  Nancy Close and Carla Horwitz
  The reading of selected material with supervised participant-observer experience in infant programs, a day-care and kindergarten center, or a family day-care program. Regularly scheduled seminar discussions emphasize both theory and practice. An assumption of the course is that it is not possible to understand children—their behavior and development—without understanding their parents and the relationship between child and parents. The focus is on infancy as well as early childhood. Enrollment limited to juniors and seniors.  
  WR, SO

* **CHLD 126b / EDST 191b, Clinical Child Development and Assessment of Young Children**  Nancy Close
  Exposure to both conceptual material and clinical observations on the complexity of assessing young children and their families. CHLD 125 or CHLD 128  
  WR, SO ½ Course cr

* **CHLD 127a or b / EDST 127a or b / PSYC 127a or b, Theory and Practice of Early Childhood Education**  Carla Horwitz
  Development of curricula for preschool children—infants through six-year-olds—in light of current research and child development theory.  
  WR, SO RP

* **CHLD 128b / EDST 128b / PSYC 128b, Language, Literacy, and Play**  Nancy Close and Carla Horwitz
  The complicated role of play in the development of language and literacy skills among preschool-aged children. Topics include social-emotional, cross-cultural, cognitive, and communicative aspects of play.  
  WR, SO RP

* **CHLD 131a / EDST 131a / HLTH 270a, The Growing Child in Global Context**  Erika Christakis
  The effects of poverty, changing demographic and workforce trends, and access to early education and child care on the growing child around the world. Topics include antenatal care, mental and behavioral health, malnutrition and obesity, family support, schooling, sex selection and gender bias, parenting practices, migration and warfare, and child policy challenges in diverse cultural and socioeconomic contexts.  
  SO

* **CHLD 132a / PSYC 132a / SOCY 132a, The Concept of the Problem Child**  Staff
  Differing visions of good and bad, typical and atypical, children. Reasons why some children are seen as deviant and others as normal. Implications for public policy, medical practice, family dynamics, schooling, and the criminal justice and protective care systems. Sources include public health data, early childhood curricula, and depictions of problem children in literature and popular culture.  
  SO

* **CHLD 350a or b / PSYC 350a or b, Autism and Related Disorders**  Staff
  Weekly seminar focusing on autism and related disorders of socialization. A series of lectures on topics in etiology, diagnosis and assessment, treatment and advocacy, and social neuroscience methods; topics cover infancy through adulthood. Supervised experience in the form of placement in a school, residence, or treatment setting for individuals with autism spectrum disorders. Details about admission to the course are explained at the first course meeting. Prerequisite: an introductory psychology course.  
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