The Child Study Center is a department at Yale University School of Medicine which brings together multiple disciplines to further the understanding of the problems of children and families. Among the many disciplines are child psychiatry, pediatrics, genetics, neurobiology, epidemiology, psychology, nursing, social work, and social policy. The mission of the Yale 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 research, clinical services, training programs, policy work, and its local, state, national, and international collaborations. The strengths of the Center are reflected in the breadth and integrative nature of research, clinical services and training. More information is available on the Center’s website.

View Courses

Courses

* CHLD 125a / EDST 125a / PSYC 125a, Child Development
  Ann 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
  Ann Close
  Exposure to both conceptual material and clinical observations on the complexity of assessing young children and their families. Prerequisites: CHLD 125 or CHLD 128. SO ½ Course cr

* CHLD 127b / EDST 127b / PSYC 127b, Theory and Practice of Early Childhood Education
  Carla Horwitz
  Development of curricula and responsive educational environments for young children—in light of current research and child development theory. The course focuses on critical analysis of programs for young children and the ways in which political context contributes to the practice of education. Regularly scheduled seminar discussions emphasize both theory and practice. Supervised participant-observer experience in an early childhood classroom. Components of the course include behavior and development, planning, assessment and standards, culture, teacher preparation, and working with families. Priority given to seniors, juniors and Ed Studies students. WR, SO RP

* CHLD 128b / EDST 128b / PSYC 128b, Language, Literacy, and Play
  Ann Close and Carla Horwitz
  The course focuses on the complicated role play has in the development of language and literacy skills among preschool and kindergarten-aged children. It examines how teachers integrate language, literacy, and play in a developmentally appropriate early childhood education curriculum. Topics include social-emotional, cross-cultural, cognitive, and communicative aspects of play. WR, SO RP

* CHLD 334a / PSYC 334a, Developmental Psychopathology
  Fred Volkmar, Eli Lebowitz, and Denis Sukhodolsky
  Study of developmental psychopathology during childhood and adolescence, team taught by a child psychiatrist and three psychologists. Topics include: aspects of normal development, assessment methods, clinical disorders, treatment, and legal and social policy issues. Review of normative development, followed by discussion of theoretical approaches to understanding developmental aspects of common mental health conditions in childhood. Attention to treatment models as well as relevant issues of culture and ethnicity in the expression of psychopathology. Prerequisites: PSYC 130, 140, 180, or equivalent, or with permission of instructor.

* CHLD 350b / EDST 350b / PSYC 350b, Autism and Related Disorders
  Fred Volkmar and James McPartland
  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. SO