

CHILD STUDY

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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 Child Study Center website.

Courses

* **CHLD 125a / EDST 125a / PSYC 125a, Child Development** Ann Close and Carla Horwitz

This course is **first in a sequence** including Theory and Practice of Early Childhood Education (CHLD127/PSYCH 127/EDST 127) and Language Literacy and Play (CHLD 128/PSYCH 128/EDST 128). This course provides students a theoretical base in child development and behavior and tools to sensitively and carefully observe infants and young children. The seminar will consider aspects of cognitive, social, and emotional development. An assumption of this course is that it is not possible to understand children – their behavior and development – without understanding their families and culture and the relationships between children and parents. The course will give an overview of the major theories in the field, focusing on the complex interaction between the developing self and the environment, exploring current research and theory as well as practice. Students will have the opportunity to see how programs for young children use psychodynamic and interactional theories to inform the development of their philosophy and curriculum. Weekly Observations:-Total Time Commitment 3 hours per week. Students will do two separate weekly observations over the course of the semester. They will observe in a group setting for 2 hours each each week at a Yale affiliated child care center. Students will also arrange to do a weekly 1 hour observation (either in person or virtually) of a child under the age of 6. Students must make their own arrangements for these individual observations. If it is not possible to arrange a child to observe, please do not apply to take this course. For a portion of class meetings, the class will divide into small supervisory discussion groups. Priority given to juniors, seniors, Ed Study students. WR, SO

* **CHLD 127b / EDST 127b / PSYC 127b, Theory and Practice of Early Childhood Education** Carla Horwitz

The course deals with development and delivery of curricula for young children ages 3-6 and the current context of educational reform and debate. Goals are to deepen insights through critical analysis of educational programs for young children in light

of current research and developmental theory and to understand how political context contributes to the practice of education. Regularly scheduled seminar discussions and workshops that engage students with learning materials emphasize the ongoing dynamic process of developing emergent curriculum and focus on methods of creating a responsive, inclusive environment; planning and assessment; appreciating cultural and linguistic diversity; teachers' roles; anti-bias education; working with families; conceptualizing the professional challenges of collaborating on a teaching team within the organization of the school; standards and accountability and the role of policy and advocacy in educational change. The course will use newspaper and magazine articles and other recent media as primary sources in addition to current research and other texts. Students must arrange to do a weekly one-hour observation (in-person or virtually) of a child under age 6 and an additional 2 hour in-person classroom observation at Calvin Hill Day Care Center. Total observation time commitment is 3 hours per week. CHLD 125 is recommended. Permission of instructor is required. Priority given to juniors, seniors, and Ed Study students. WR, SO RP

* **CHLD 128b / EDST 128b / PSYC 128b, Language, Literacy, and Play** Ann Close and Carla Horwitz

The focus of this course will be to demonstrate the complicated role that play has in the development of language and literacy skills. A major part of each topic presentation will be a discussion of the role that play has in the curriculum in enhancing these developmental areas. There is a widespread consensus that play is an essential component of a developmentally appropriate early childhood curriculum. Research indicates that play enhances a child's creativity, intellectual development and social emotional development. Because learning to play, learning language and learning literacy skills are all part of the process of thinking and communication, **the course will provide a view which attempts to demonstrate the integration of language, literacy and play in an early childhood education curriculum.** Theoretical aspects of each of these developmental areas will be examined first, and it will be that theoretical understanding which will be the basis upon which ideas about curriculum will be explored, experienced and discussed. Students must arrange to do a weekly one-hour observation (in-person or virtually) of a child under age 6 and an additional 2 hour in-person classroom observation at Calvin Hill Day Care Center. Total observation time commitment is 3 hours per week. Permission of instructor. Enrollment priority will be given to juniors, seniors, and education study scholars. WR, SO RP

* **CHLD 350b / EDST 350b / PSYC 350b, Autism and Related Disorders** Mariana Torres-Viso, Kelly Powell, 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