



MA in Child Development

The Herta and Paul Amir Faculty of Social Sciences
Center for the Study of Child Development



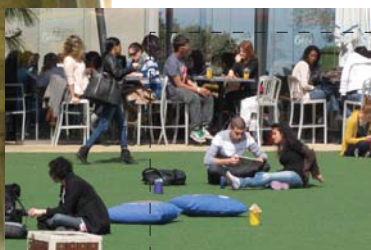
Welcome to the University of Haifa

Situated at the top of the Carmel Mountain, amidst the Carmel National Forest, with breathtaking views of the Mediterranean Sea and the Galilee, the University of Haifa provides the perfect setting for your international graduate studies.

One of Israel's leading research universities and the largest in the north, the University of Haifa is particularly known for the quality of its academic programs in social sciences and was recently ranked number one in Israel in humanities and social sciences.

An exciting and inspiring cultural mosaic, the University of Haifa is a microcosm of Israeli society, with a diverse population of 18,000 students made up of secular and religious Jews, Christian and Muslim Arabs, Druze and Bedouin, new immigrants and native Israelis and a growing number of students from around the world. We invite you to become one of them.

The Center for the Study of Child Development houses a group of internationally renowned senior researchers and 80 graduate and postdoctoral students. The center is devoted to the study of child development, with a particular emphasis on a child's emotional health and well-being. The center's experts focus on basic scientific questions regarding the nature of socio-emotional development across the lifespan and across cultures, and its implications and applications for the lives of children and their families.



The Program

The International Master's Program in Child Development was established with the goal of improving the lives of children at risk in developing countries around the world by training and promoting professional leadership that will advance various agendas to achieve this objective. The program is offered through the Herta and Paul Amir Faculty of Social Sciences in conjunction with the Center for the Study of Child Development and the University of Haifa International School.

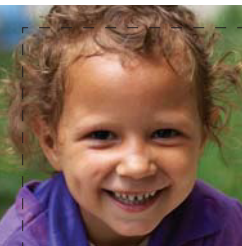
Taught in English, the full-time, one-year program is designed to train the next generation of international experts who will focus on pressing questions regarding the nature of child development and how it applies to the lives of children and their families in developing countries. This unique program equips professionals with the knowledge and skills that are necessary to influence the well-being of children and their families. The program takes place from October until July. All coursework for the program should be completed during the first two semesters, while the third semester is dedicated to the supervised independent project. Students are expected to complete this project by the end of July.



Under special considerations, highly motivated and research oriented students may qualify to write a thesis. Students wishing to pursue the thesis track need to submit a research thesis within one year of completing their coursework, which may require remaining at the university for additional time after the program. A thesis is required for those students planning to continue

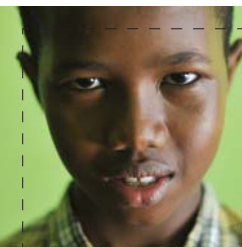
on to doctoral studies in Israel.

Upon completion of the program, students will receive a Master of Arts in Child Development from the Herta and Paul Amir Faculty of Social Sciences.



Program Objectives

- To provide scientific and professional skills to transform knowledge from basic human development research to various applied topics such as child care, nutrition, infant and young child morbidity and mortality, academic motivation in schools, orphanages and children raised in institutions, foster care, adoption, political violence and child soldiers, and effective parenting.
- To train professionals to lead programs designed to enhance the well-being of children and their families in developing countries, with a focus on prevention and intervention, in order to promote family functioning as well as social and community networks and support.
- To serve as a catalyst for improving the status of child development programs in developing countries in order to raise awareness and encourage new generations of child development experts.



Program Structure and Scope

The program consists of 40 credits and includes core courses, as well as concentration-specific courses and workshops to enhance the students' knowledge of child development from an international perspective.

Background

Our Program Supports the UN Millennium Development Goals

In September 2000, building upon a decade of major United Nations conferences and summits, world leaders came together at the United Nations Headquarters in New York to adopt the United Nations Millennium Declaration. Its aim is to commit all nations to a new global partnership to reduce extreme poverty and to set out a series of time-bound targets that have become known as the 'Millennium Development Goals.'

UNICEF Declaration and World Bank Account

The latest UNICEF report, *The State of the World's Children 2012*, makes it clear that a great deal of work still lies ahead. In commenting on the report's findings, Dr. Anthony Lake, UNICEF's Executive Director, states: "We must do more to reach all children in need, wherever they live, wherever they are excluded and left behind...If we overcome the barriers that have kept these children from the services they need and that are theirs by right, then millions more will grow up healthy, attend school and live more productive lives."

The World Bank points out that there are significant economic costs associated with underfunding child and youth services in developing countries. According to experts, "Given the cumulative nature of human development, underinvestments in children and youth are difficult to reverse later in life, and the price for society is high. Negative outcomes resulting from misaligned investment strategies include truncated human and social capital accumulation. Moreover, evidence shows that such behaviors are likely to be transferred to the next generation, creating a vicious cycle of social exclusion and negative behaviors." (Child & Youth Development, August 2010).

Implementing the Mission

One important way to reverse these disturbing trends is to increase the quality, quantity, and professional knowledge and training of child care professionals who treat the children who are growing up in these destructive environments. The International MA Program in Child Development at the University of Haifa's Herta and Paul Amir Faculty of Social Sciences and the Center for the Study of Child Development seeks to do just this. Thanks to the expertise, experience, and interest in child development accumulated at the center, the developmental program is uniquely positioned to help bridge the science-practice gap at the international level and make an impact on the lives of children at risk in developing countries.



Curriculum*

Courses	Credits
Cognitive and Language Development and Emerging Literacy	2
A Cultural Perspective on Early Childhood	2
Developmental Science	2
Treatment of Developmental Psychopathology: Models for Early Intervention	2
Parenting and Attachment	2
Developmental Psychopathology: Internal and External Risk Factors	2
Psychological Assessments of Young Children	2
Selected Issues in Child Development Research	2
Statistics for Developmental Sciences	2
Early Socio Emotional Development	2
Program Seminar	4
Children with Special Needs: A Relationship-based Approach	2
Final Project Seminar	4
Observation and Evaluation Methods	2
Emotional and Professional Development	4
Early Development: A Neuro-Pediatric Perspective	2
Israel: Society and Policy Development	2

Course Descriptions

Cognitive and Language Development and Emerging Literacy

This course addresses basic concepts in cognitive and language development. Core developmental tasks from birth onwards are discussed as they relate to cognitive functioning and language acquisition.

* The curriculum is subject to change without notice. Please see program website for the most up-to-date curriculum.

Course Descriptions

A Cultural Perspective on Early Childhood

The course focuses on the unique contribution of an anthropological perspective to the study of early childhood. The course focuses on the following questions: What is culture, how is it learned, and what is the impact of globalization on local understandings and practices of child rearing? What are the complexities of transferring theories and practices relating to child development and education across different contexts? What are the implications of a cultural perspective on childhood for policy, practice and practitioners?

Developmental Science

This course will address basic concepts and theories in child development. Core developmental tasks from infancy to adolescence as conceptualized by varied theoretical approaches will be presented. The relevance of developmental theory and empirical evidence to practice with children and families across cultures will be discussed.

Treatment of Developmental Psychopathology: Models for Early Intervention

This course introduces students to the meaning, purpose, and methods of early intervention as it is practiced today. The many treatments and programs which have been shown to help at-risk children and families will be presented, via lectures, readings, and films. Prevention and treatment will be examined from both a “macro” perspective (group educational interventions, community programs, etc.) and from a “micro” perspective (various individual treatment models for children and parents).

Parenting and Attachment

In this course, students gain an understanding of parenting processes, individual differences in parenting, and their associations with normative and non-normative child development. Emphasis is placed on attachment theory across the lifespan. Implications for intervention programs are discussed.

Developmental Psychopathology: Internal and External Risk Factors

This course familiarizes students with the wide range of psychological disorders that can develop during childhood. Disorders are examined from etiological and phenomenological perspectives, using the DC: 0-5 and DSM-V manuals, readings, and films as references. A variety of historical and current etiological paradigms are offered in order to achieve an integrative understanding of childhood disorders, including those related to various traumatic situations in which children find themselves today (i.e., divorce, teen pregnancy, violence and terrorism, maltreatment and abuse).

Psychological Assessments of Young Children

Students are exposed to updated assessment tools for evaluating various aspects of normal, as well as abnormal, development. For example, the developmental sections in the new Diagnostic and Statistical Manual of Mental Disorders.

Selected Issues in Child Development Research

This course covers the following topics: evaluation of child development research; considerations relating to planning and executing developmental studies and the employment of standardized measures; and translation of research knowledge to applied work with children and parents, and public policymaking.



Course Descriptions

Statistics for Developmental Sciences

Students are exposed to basic concepts in statistics that will help them better understand various empirical publications. This course also provides basic knowledge for those students interested in pursuing further research.

Early Socio Emotional Development

The course reviews classic and current studies that highlight the importance of early relationships for children's development. We begin by discussing studies of early deprivation and move on to studies of the parent-child dialogue. Throughout the course important research findings are highlighted, and their clinical implications for work with parent and children are discussed. A special focus of the course is the relevance of theories and research findings to various cultural contexts.

Program Seminar

This seminar is based on a series of guest lectures by leading scholars from various disciplines, including psychology, neuroscience, pediatrics, education, social work, law, and drama therapy. Topics covered may include early child care, child maltreatment, environment and genetics, orphanages, foster care, adoption, traumatic stress, sleep and child development, political violence and child soldiers, and children's rights.



Children with Special Needs: A Relationship-based Approach

The course is designed to expose the students to the principles underlying work with children with special needs and their caregivers. The DIR/Floortime model will serve as a general framework for this class, and the Functional Emotional Developmental scheme will be presented as a way to assess children's developmental capacities. Throughout the course there will be an emphasis on the importance of relationships between the child and his or her caregiver.

Final Project Seminar

In a final project, students are requested to integrate the developmental knowledge they have acquired throughout the program to their applied work, preferably as it relates to their country of origin. The classroom is divided into small groups, each led by one mentor.

Observation and Evaluation Methods

The Observation and Evaluation course is a workshop in which students learn central observation and evaluation measures used in child development research. Students will be introduced to three types of observations (Emotion Availability Scales, Classroom Assessment Scoring System and The Home Observation for Measurement of the Environment) and one interview measure (Five Minute Speech Sample). Students will practice coding of measures based on presentations of observations and interviews from their countries of origin. Discussions in class will focus on understanding the cultural meaning of developmental concepts in light of the various observations and interviews presented by students.



Course Descriptions

Emotional and Professional Development

This course emphasis is on creating a secure base for the students by providing a supportive environment as well as a space for reflection on inner processes, including those evoked by the academic materials.



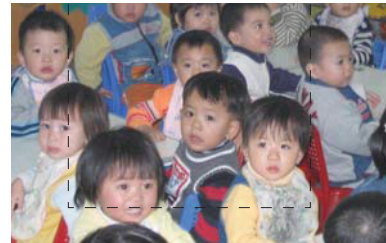
Early Development: A Neuro-Pediatric Perspective

This course covers aspects of early development of the central nervous system and mechanisms related to future disabilities. During the course students will be exposed to different clinical neuro – developmental disorders affecting young children and screening instruments. In their final project

students are expected to design intervention relevant to their community.

Admission Requirements & Prerequisites

- Accredited BA in relevant academic disciplines related to public services for children: social work, occupational therapy, speech and language pathology, physical therapy, nursing, early childhood education, psychology, and law.
- Copy of diploma and transcript.
- A minimum of 3.0 GPA, 80%, or equivalent.
- At least three years of experience working with children and families. Preference will be given to individuals who already demonstrate experience in leadership positions in their respective fields.
- English test scores might be required if native language is not English or candidates have not





previously studied at an institution of higher education where the language of instruction is English. In such events we will consider each candidate on an individual basis, also based on further evidence attesting to mastery of the English language.

- Three letters of recommendation from university faculty members and/or senior professionals in the field.
- Statement of Purpose (500 words).
- Personal History Statement (500 words).
- Copy of valid passport.
- Medical forms.

General Information

Tuition and Financial Aid

Please see program website for current tuition and fees. There are numerous sources of financial aid available to students who choose to study at the University of Haifa. For a list of scholarship options please see the program website. A number of scholarships are available to applicants from developing countries to cover, housing, medical insurance, living expenses, and a full or partial tuition waiver.

Application Procedure

Application forms can be found on the program website or by contacting the International School directly. Applications are processed on a rolling admissions basis; we review and accept applications once the complete application file is received.



Housing

All international students who are enrolled in a full-time program of study are eligible to live in the campus dormitories alongside other international and Israeli students. The University of Haifa offers apartments of three or six single rooms, each with its own bathroom, and a shared kitchen and living space. The dormitories provide many facilities for students' use. Refer to the program website for more details.

Campus Life

The manageable size of the campus exposes students to the full range of events and activities taking place throughout the academic year. Students at the International School are strongly encouraged to participate in the variety of activities including concerts, fitness classes, salsa and Israeli folk dancing, lectures and conferences on various topics, and sports competitions. In the International School, we promote the diverse religious and ethnic self-expression of all of our students and help them find their own unique connection to Israel. The campus is a mix of secular and religious Jewish native Israelis, new immigrants from the former Soviet Union, Ethiopia, North and South America and Europe, and Israelis whose religious and ethnic backgrounds are Muslim, Christian, Druze, and Bedouin.

Social Activities

The University of Haifa International School offers a range of optional co-curricular activities for students participating in the various international programs. An experienced staff of student activity coordinators prepares an extensive itinerary of trips and tours which offers students an enlightening view of Israel, its people, natural beauty, and cultural sites. Visiting lecturers come to speak on various aspects of life in Israel, including politics, security, religion, culture, and other topics of interest to the students. Some activities may require additional fees.

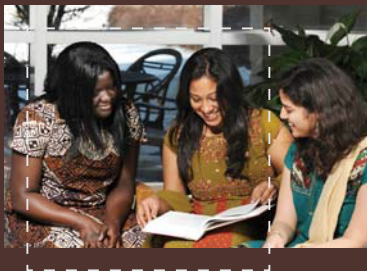
Cultural Immersion

The International School makes every effort possible for students to experience Israeli society. Israeli students will be enrolled in the program with international students, and international students will live alongside Israeli students in the campus dormitories. Students can take advantage of the volunteer opportunities both on and off campus. Students may request to join a local family for a festive meal on holidays and the Sabbath, which is rewarding for both the student and the families involved.



Security

The safety and security of all students are a primary concern of the University of Haifa. All campus and dormitory entrances are guarded and all off-campus activities are organized and run in consultation with the relevant security authorities. While enrolled in a program at the International School, all full-time students are required to rent a cell phone through a recognized supplier. It is important that we will be able to reach each and every student both with practical information and in case of emergency. Health insurance for all international students under the age of 65 and with no pre-existing conditions is included in the cost of the program. The University of Haifa has a crisis management and evacuation plan in place.



Some photos courtesy of Thinkstock

For additional information:

International MA Program in Child Development

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