

PACIFIC OAKS



BULLETIN 1985-86

PACIFIC OAKS COLLEGE
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PASADENA, CALIFORNIA 91103

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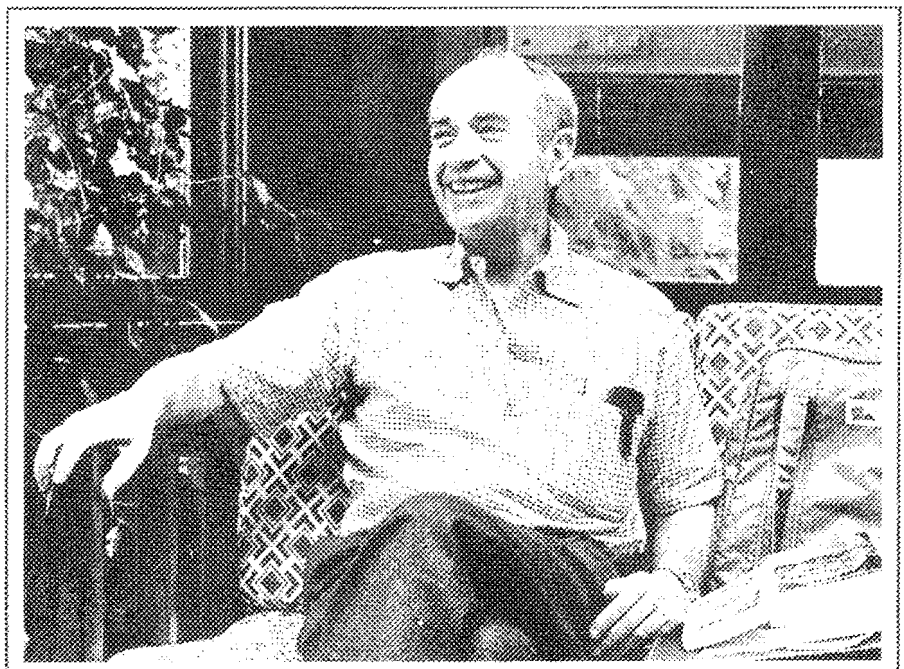
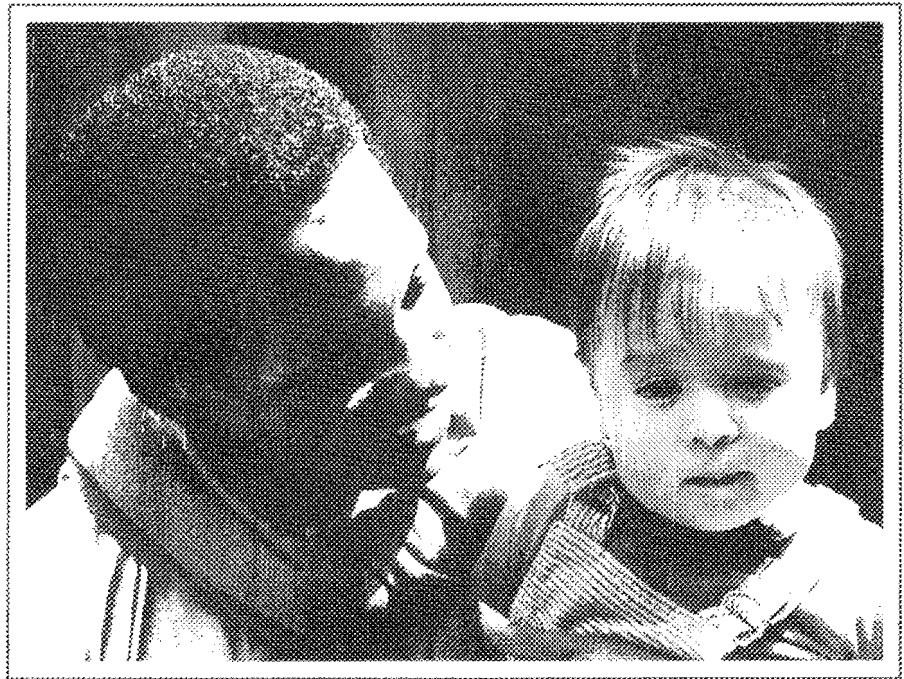
*Pacific Oaks is accredited by the Western Association
of Schools and Colleges.*

*As a Quaker-founded institution, Pacific Oaks has
traditionally sought diversity in age and in racial, ethnic,
religious, economic and social background
in its student body.*

*Our policies in admissions and other areas are non-
discriminatory regarding race, sex, religion, ethnicity,
handicap and age.*

*Students may review institutional accreditation and/or
licenses in the College President's Office
at 5 Westmoreland Place
during regular office hours.*

PACIFIC OAKS COLLEGE AND
CHILDREN'S SCHOOL BULLETIN
SUMMER 1985, FALL 1985 and SPRING 1986



DEAN'S MESSAGE

Twilight on the Ventura Freeway

It was one of the first summer twilights this year and I was riding west on the Ventura freeway. (It was Saturday, April 13, and we were going to pick up tax returns from the accountant. They weren't my tax returns and I wasn't driving.) I was enjoying the ride, enjoying the interaction of sun and trees at dusk, and thinking.

Summer twilights and summer dawns have always been magical to me. (In my childhood I used to see a lot more summer dawns than I do nowadays.) I used to get up before my parents and wander out into the world, feeling that, as if by the magic wand of my fairy godmother, I had been given an indeterminate amount of slow, fresh freedom, filled with dew and birds, a cat or two, maybe some worms, honeysuckle, and lilac and roses. No adults and no things I had to do. Summer twilights in those days meant I got to go out again after dinner, the Good Humor man would come by again before dark, it was a good time for hide and seek, and it was the time of the lightning bugs. It wasn't any longer an adult-dominated, boxed-in, divided-up world, and it wasn't dark yet so I didn't have to go to bed for awhile. Twilight and dawn were times when everything slowed down, blurred at the edges, and there was more possibility.

Traveling is to space what dawn and dusk are to time. When you are traveling you are neither here nor there. Both here and there have their boxes and divisions, their responsibilities and demands, and so when you are here and when you are there you have lost a lot of possibilities. While you are traveling you have some space. When I was a child we traveled in Europe and one of the greatest delights to me of any trip was coming to the frontier. I was captivated by the way, in the midst of a journey, the car or train would stop, customs inspectors would come, and the language would change, even though the highway or the railroad tracks, the meadows or the mountains went right on. A strange boxing up, a futile attempt to interrupt continuity and sever connection.

A friend was telling me about a child she had worked with who always ran from place to place, activity to activity. Whenever it was time for a change, he would do all in his power to make the transition time and space disappear. When it was juice time, there was no lingering to finish a painting or wait for friends. When it was time to go home, there was no collecting of things to take with him and no time for goodbyes. It seemed that he couldn't tolerate the ambiguity of neither painting time nor juice time, of neither home nor school. It seemed that in between were too scary, and as if for him safety lay in having the boxes closed and divisions clear.

Twilight and dawn, I was thinking as I watched a big red sunball touch the horizon and turn the trees to dark silhouettes, make clear the continuum between night and day, make clear the spectrum through which things shade into each other. Twilight and dawn reject our either/ors and insist on our experiencing both/and. Traveling is the link between here and there. Somehow we have become so focused on the day or night, the here or there, that we risk losing all the connections.

Karen M. Sile

PACIFIC OAKS BULLETIN

SUMMER 1985, FALL 1985 and SPRING 1986

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Photograph by Carolyn Kootz

ABOUT PACIFIC OAKS

Pacific Oaks, located on two campuses in Pasadena, California, is a unique educational institution offering upper division and graduate-level college programs in human development, teaching credentials, and a variety of children's programs.

Three basic concepts underlie Pacific Oaks's educational philosophy: that growth is a dynamic and life-long process; that every individual has a fundamental worth; and that each person, no matter how young or old, has a unique identity and human potential which she/he contributes to the lives of all those with whom she/he comes in contact.

Our strongest single commitment is to provide individual learners, whether child or adult, with personal attention in a learning atmosphere free of physical or psychological restraints.

Pacific Oaks was founded as a community education center and nursery school by seven Quaker families in 1945. The School grew quickly under the leadership of Molly Morgenroth and Evangeline Burgess as word spread that there was a place in Pasadena where children were valued as individuals.

The teacher education program at Pacific Oaks grew out of the need to train teachers for the expanding nursery school.

Continued expansion led to accredited B.A. and M.A. degree programs in Human Development. These degrees are granted in Human Development rather than Education because we believe that a teacher must know the whole life continuum to understand her/himself, and her/his students.

Today, our programs serve not only educators, but persons working in other helping professions, including counseling, nursing, occupational therapy, police and probation work, and related fields. While the early childhood emphasis remains strong, many students now have working with adults as their primary focus.

The Children's School also has grown to include the Infant/Toddler Program, Two-Year-Old Yard, Preschool, Kindergarten, Primary, Burgess Day Care, and Surround Care programs.

In addition, Pacific Oaks considers research an integral part of its structure. In the last several years, Pacific Oaks has become distinguished as a national information center in the fields of day care and the effects of learning environments on young children. Research projects in these and other related areas are conducted at Pacific Oaks by faculty members, students and professionals from other institutions.

THE COLLEGE

Pacific Oaks College offers an educational experience that is unique among institutions of higher learning. The college is located in a pair of turn-of-the-century houses on a beautiful tree-lined street. Classes are small and held in comfortable, relaxed settings. An enrollment of around 300 students allows for maximum personal attention. Students are of all ages and come from a variety of backgrounds. The faculty is friendly, accessible and committed to the growth of each student.

The style of learning emphasized at Pacific Oaks is also unique. In most colleges a teacher lectures, students take notes, and learning is evaluated by examination. We have a different approach. Pacific Oaks students are encouraged to work together and to learn from each other. The faculty works with students to help each individual obtain an education that meets her/his own needs. At Pacific Oaks the process of learning is valued as much as what is learned.

The college has 25 full-time and 10 visiting faculty. The academic year includes two semesters, Fall and Spring, and a six-week summer session. One- and two-week intensive sessions are also offered in January, May, June and August. Some students are able to complete degree or credential requirements primarily by attending summer sessions.

CURRICULUM

The curriculum in Human Development for both B.A. and M.A. students is organized around five areas in which students are expected to become competent: The-

ories of Human Development; The Life Cycle; Social and Political Contexts of Human Development; Communication; Research; and Implementation (Field-work or Practica). Each of these areas except research has a required introductory class, which we call an approach class. These classes provide an introduction to active learning, as well as an introduction to the subject area. Since the approach classes will also help students to define their own areas of interest and their learning needs, these classes should be taken early in a student's career at Pacific Oaks. It is required that a student take at least one approach class in the first semester at Pacific Oaks. (We recommend students take the Communication class and either the Contexts or Life Cycle class in the first semester.)

In addition to the required approach classes, each area of competence includes a number of focus classes. The focus classes are designed to explore particular issues in depth, through reading, writing and class discussion. Students will select focus classes from all five areas of competence, each student's choice will depend upon her/his needs and interests as determined in the basic classes.

B.A. and M.A. Requirements (for students beginning in Fall 1983 and thereafter):

Approach Classes:

1. Communications Workshop — 1 unit
2. The Life Cycle — 4 units
3. Social and Political Contexts of Human Development — 4 units
4. Research — no specific approach class. Research work is integrated into other classes.
5. Working With Children or Working With Adults — 4 units

Requirements for B.A. students:

- 2 practica in Pacific Oaks Children's School
- 124 units (minimum of 30 units must be taken at Pacific Oaks)

Requirements for M.A. students:

- 30 units, not including the M.A. project
- M.A. Project (separate thesis advising fee — see fee information)

PROGRAMS

B.A. IN HUMAN DEVELOPMENT

Pacific Oaks offers *only* upper division courses. Transfer requirements for admission to the B.A. degree program at the junior level include completion of not less than 60 transferable college semester units with at least a "C" average. These lower division units need to be in four basic areas as follows:

Oral & Written Expression:

minimum of 9 semester units including English Composition.

Natural Science & Math:

minimum of 9 semester units including a course in science, biology preferred.

Social Science:

minimum of 9 semester units including general psychology and either general sociology or cultural anthropology.

Humanities:

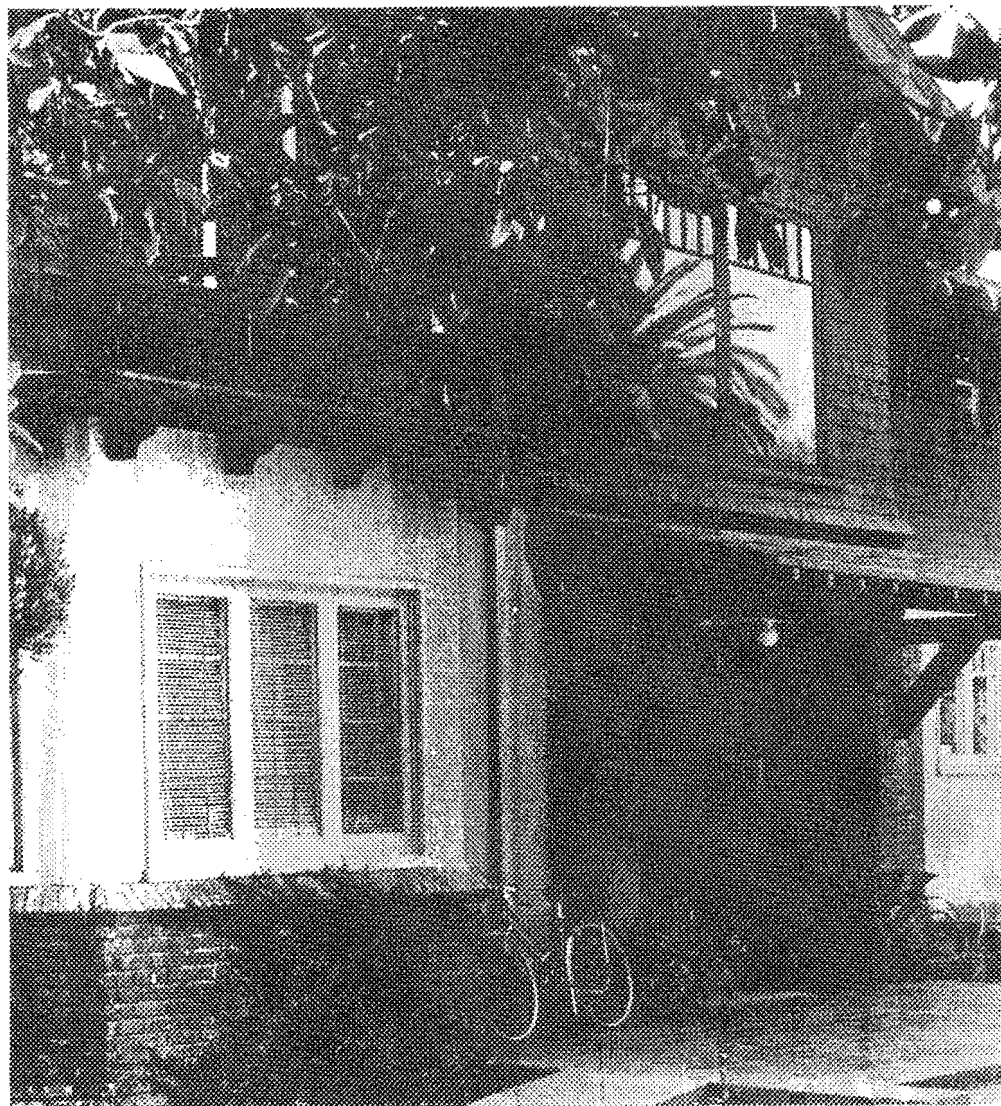
minimum of 9 semester units.

Courses generally not acceptable for transfer:

- business courses
- orientation courses
- sectarian religious courses
- remedial courses
- occupational courses
- library courses

Except by special arrangement with the Director of Admissions, 70 units are the maximum that will be accepted from a junior or community college. No more than 24 semester units may be accepted for transfer from any college or university, as a minimum of 30 units must be taken at Pacific Oaks. A student is required to complete a total of 124 semester units to receive a B.A. degree.

Transcript evaluations are available for a fee of \$20 (applicable toward the \$30 admissions application fee). Official transcripts should be sent from all colleges attended to the Registrar at Pacific Oaks.



Photograph by Elizabeth Deardorff



Photograph by Carolyn Kozzo

THE B.A. ABLE PROGRAM

Pacific Oaks offers a B.A. ABLE (Admission by Life/Work Experience) for people who have 3-5 years of professional experience in a human services position. Applicants must submit detailed evidence of professional achievement as justification for the request to waive part of the usual academic requirements for the B.A. degree.

Students in the B.A. ABLE program, with documented professional experience, may waive up to 30 lower division units and earn up to 30 upper division units for their experience. These units are recorded on the transcript with appropriate titles and are paid for at the reduced tuition rate of \$125. In addition, a minimum of 34 units in regular Pacific Oaks classes (including up to 6 units in the Assessment class) must be completed for the B.A.

M.A. IN HUMAN DEVELOPMENT

Pacific Oaks offers the interdisciplinary M.A. degree in Human Development for the preparation of leadership personnel in professions serving young children and their families, as well as various other human development specializations. The degree is awarded on the basis of demonstrated competence in human development, communication skills, knowledge of multi-cultural/non-sexist issues, and research. A Master's project, which is an original contribution to knowledge and understanding based on field experience, is required for the M.A. degree. Optional specializations within the M.A. degree can focus on one of several curriculum areas outlined on page 45 in the Bulletin.

THE M.A. ABLE PROGRAM

(Admission by Life/Work Experience)

This program is designed for professionals in fields related to human development who do not have a B.A. degree. Applicants must have completed 60 or more lower division units. They must have at least five years of professional experience and the competence to work at the graduate level.

MARRIAGE, FAMILY AND CHILD COUNSELING PROGRAM

The Pacific Oaks MFCC specialization/ M.A. in Human Development is equivalent to a Master's degree in Marriage, Family, and Child Counseling. This 45-unit program is one of the optional specializations within the M.A. program. Demonstrated competence is required in human development; sexuality; communication; theories and applied psychotherapeutic techniques of M.F.C.C.; psychopathology, cross-cultural mores and values; ecological analysis; and research. Certification of the completion of the M.A. program in Human Development with a specialization in M.F.C.C. enables the student to apply for M.F.C.C. Intern registration with the Board of Behavioral Science Examiners.

CLINICAL CHILD DEVELOPMENT

This program may be taken alone as an M.A. specialization (approximately 52 units) or in conjunction with the MFCC (approximately 65 units for the combined programs). Experience working with children is a prerequisite to admission for this program. Three semesters (or two semesters and one summer) of clinical practicum/seminar are required. In addition, demonstrated competence or course work in the following areas is required: assessment, child development theory and application, multi-cultural environments and theories, family dynamics, Piaget, play, the exceptional child. This program meets the competence requirements for Child Development Specialists as defined by the Association of Child Development Specialists.

**POSTGRADUATE CERTIFICATE PROGRAM:
For Advanced Study in Human Development or
Advanced Study in Early Childhood Education**

This program is open to human services professionals who already hold a master's degree and wish to participate in the Pacific Oaks learning process. The certificate will be awarded after an assessment of the candidate's background in the 5 areas of competence required by Pacific Oaks (Life Cycle, Social and Political Contexts of Human Development, Communication, Research and Implementation), development of an individual plan to meet these areas of competence requirements and to meet the candidate's own individual program of study, and completion of 15 units of coursework. Assessment of competence and program planning will be conducted by Betty Jones, program advisor. These units may be taken at reduced-rate tuition, in Pasadena or any of our outreach locations.

For further information contact Betty Jones, program advisor.

CREDENTIALS

Pacific Oaks offers:

1. The Multiple Subject Teaching Credential under the Ryan Act. This authorizes teaching in a self-contained classroom, pre-school through 12th grade and adult education courses. It is primarily used as an Elementary Credential by the public schools in California. A student may enroll in the basic credential program as a B.A. or M.A. credential student, or as a graduate student not enrolled in the M.A. program. Graduate students may complete credential requirements in one full-time academic year. Part-time and summer programs are also available.

2. The Fifth Year of Study Credential Program. All Preliminary Ryan Credentials must be cleared with a fifth year of study. To be recommended to the State for the clear Multiple Subject Credential by Pacific Oaks, a minimum of 16 semester units must be done at Pacific Oaks.

3. The Early Childhood Specialist Instruction Credential qualifies teachers and supervisors in early childhood programs in the public schools. A basic teaching credential and two years of teaching experience are prerequisites.

4. New students will be admitted to the Special Education Credential Program, with specializations in Learning Handicapped and Severely Handicapped, in 1986-87. In 1985-86 classes are offered only for students who are admitted and in the process of completing their program.

CONTINUING EDUCATION UNITS FOR NURSES

Pacific Oaks is eligible to grant continuing education units for nurses.

Students who wish to earn continuing education credit *must indicate this on their registration card by filling in their nurse's license number in the appropriate space.*

The courses which we believe will meet the requirements for continuing education units are marked with an asterisk in the Bulletin.

Students wishing this type of credit will be responsible for writing a self- and course-evaluation at the end of the course and turning this in to the Dean's Office at the end of the semester. It is required for CEU that this evaluation be kept on file.

See page 48 for other M.A. specializations.

**COOPERATIVE/
EXCHANGE
PROGRAMS**

THE LITTLE SCHOOL OF SEATTLE

A graduate program leading to the California Multiple Subject Teaching Credential is offered for Pacific Oaks Credit at:

The Little School of Seattle
2812 116th N.E.
Bellevue, Washington 98004

The Little School offers open-structure educational programs for children from 3 to 13. Work completed in this program may also be given partial credit toward the M.A. degree in Human Development.

THE FIELDING INSTITUTE

Located in Santa Barbara, offers doctoral level degrees in Clinical Psychology and Human Services. Students in the Human Services program may elect to spend time taking courses at Pacific Oaks. Send letters of inquiry to:

Don Bushnell
The Fielding Institute
2112 Santa Barbara Ave.
Santa Barbara, California
93106

KYUSHU OTANI JUNIOR COLLEGE

In December of 1981, an exchange program for students and faculty was established with Kyushu Otani Junior College in Chikugo City, Fukuoka, Japan.



Photograph by Mark Gordon



Photograph by Carolyn Kozz

The late registration fee is \$10. Any student wishing to register after the second week of classes will need to obtain written permission from the instructors of all desired courses.

REDUCED RATE TUITION

All courses may be taken at a reduced rate of \$125 per unit, on a space available basis. Courses taken at a reduced rate may not be applied toward any Pacific Oaks degree or credential program.

There is one exception to this: students enrolled in the Fifth Year of Study Program to obtain a Clear Ryan credential may pay the reduced rate tuition. This applies only to students who have already completed a Preliminary Multiple Subject or Preliminary Single Subject Teaching Credential. These students may register at regular registration times, but first they must obtain the approval of the Credential Program Coordinator and have the Coordinator initial their registration cards. Credential students who think they may qualify for reduced tuition rates

should consult with the Coordinator to determine whether they do qualify.

Registration for courses being taken at the reduced rate will be:

- Summer: June 17
9:00 AM — 12:00 noon, and
1:00 PM — 4:00 PM
- Fall: September 9 and 10:
9:00 AM — 12:00 noon, and
1:00 PM — 4:00 PM
- Spring: January 20 and 21:
9:00 AM — 12:00 noon, and
1:00 PM — 4:00 PM

PRACTICUM PLACEMENTS

On-campus practicum placements will be handled by Renatta Cooper. Public School student teaching placements are made by Mae Pendleton Cowan. Any student taking a practicum must have an application with fee and references on file with Admissions. For more information about on-campus practice, contact the College Records Department. For further information about public school

student teaching, contact the Credential Analyst.

INCOMPLETES AND REGISTRATION

B.A. and Credential students with more than 6 units of incompletes may register only with special approval of their advisor. M.A. students must clear up all incompletes before registering for their M.A. project. All students must clear up all incompletes before being admitted to a new program.

T.B. TEST REQUIREMENT FOR REGISTRATION

TB tests are required every two years. Results of a TB test taken since July 1983 must be on file in the College Records Department in order to register. Please have the test results mailed to that office before registration or bring them with you when you come to register. TB testing facilities in Pasadena are:

Pasadena Health Department
City Hall
100 North Garfield Avenue
577-4391 Fee required.

Pasadena TB Association
111 North Hudson
793-4148 Fee required

PROGRAM CHANGES

Classes may be added until Friday, June 21 for Summer, Friday, September 20, for Fall, and Friday, January 31, for Spring, with the consent of the instructor. Classes may be dropped at any time throughout the semester. *Please refer to the tuition refund schedule.*

Before classes begin and during the first week of classes, there will be no change of program fee for adding and dropping classes. After Friday of the first week of classes, there will be a \$5.00 fee for each course added or dropped.

FEES

Prospective student's Transcript Evaluation for all programs	\$ 20
Application fee (for each program)	\$ 30

Re-admission fee if not registered for at least 2 units or on leave of absence	\$ 30
Practicum/Student Teaching Application fee for special students only	\$ 30
Late Registration fee	\$ 10
Change of Program	\$ 5
Workshop fee	\$ 25-\$100
Continuous Registration fee if not registered for at least 2 units in the semester prior to graduation	\$200
M.A. Thesis Advising fee: M.A. students who have completed their course work and are working on their projects must be on a Leave of Absence or pay an M.A. Advising fee of	\$200
Graduation fees:	
B.A.	\$ 20
M.A.	\$ 50
Multiple Subject Credential	\$ 20
5th Year Program	\$ 20
ECSIC	\$ 20
Personal copy of thesis (optional)	\$ 12.50
Transcript fees:	
P.O. Transcript	\$ 4
Other schools -- for credential students only, when sent by Pacific Oaks Teacher Preparation and Licensing purposes -- per transcript	\$ 2
Credential fees	
Fisher Renewal Specialist	\$ 20
Credential Competency fee (for each competency)	\$ 75
Business Office fees:	
Charge for returned checks	\$ 10
Finance Charges (per month on unpaid balances)	1%

FEES SUBJECT TO CHANGE WITHOUT NOTICE

Fees are not refundable

TUITION

Pacific Oaks credit (per unit)	\$200
Reduced Rate: non-Pacific Oaks credit per unit	\$125

All tuition and fees related to registration are payable at the time of registration. With completion of an "Arrangement for Payment of Tuition" contract, it is possible to pay a *minimum* of one-half of the tuition at the time of registration and the remaining one-half on or before Friday, November 1, for Fall and Friday, April 11, for Spring. This contract does not apply to any fees which are payable in full at the time of registration. There is a finance charge of 1% per month, starting from the day of registration, on the unpaid balances.

It is possible to pay for tuition and fees with Visa or Master Charge.

MAINTAINING ADMISSION

Leave of Absence:

To maintain admission to a P.O. degree or credential program you must:

- be registered for at least 2 units in the semester preceding graduation;
- OR
- be granted a Leave of Absence

If not registered for at least 2 units in the semester preceding graduation you pay a Final Semester Registration fee of \$200.

If a Leave of Absence has not been granted and/or you are not registered for 2 units of coursework, you must pay a \$30 fee and submit application, name and address for readmission. If you have not attended P.O. within the last 5 years, you need to contact the Admissions Office

EVALUATIONS

Pacific Oaks does not issue grades as a means of evaluation. Evaluation is by written statement in which the instructor and student have had direct input. (Written evaluations can be translated into grades for students who submit documented proof from graduate institutions or financial aid scholarships to which they are applying stating they will accept letter grades only.)

INCOMPLETES

Students have one year to make up incompletes. At the end of that time the incomplete will be changed to a withdrawal (W). To receive credit for the course, it will then become necessary to register and pay for the course again.

TRANSCRIPT FEE

is \$4.00 per transcript. All requests must be in writing. Allow 5 days for processing.

FINANCIAL AID CHECKS AND REFUNDS

Will be available 3 to 4 weeks after registration.

TUITION REFUND SCHEDULE

First week of classes	100%
Second week of classes	50%
After the second week of classes	none

Students are advised that if they received Financial Aid and would be due a refund in accordance with the above schedule, any refund due would be returned to the Financial Aid Programs rather than to the student according to the following formula:

$$\frac{\text{Total Title IV aid (minus work study earnings)}}{\text{Total Student's Aid package (minus work study earnings)}} \quad (*)$$

This fraction is applied to an institutional refund, and the resulting amount is the amount of Title IV funds to be returned to the Title IV Programs. Any resulting refund will be first applied to any federal loan programs, then to Pell Grant, SEOG, and the College Work Study, in that order.

COURSE NUMBERING SYSTEM

All courses are considered graduate level. With the exception of Ed and SpEd, all courses will have an HD prefix. Joining the prefix will be either an S (seminar), F (fieldwork), P (practicum), W (workshop), or D (directed teaching).

It is possible, by making previous arrangements with the instructor and your program advisor, to take some courses for competencies outside their primary listing.

**SUMMER 1985,
FALL 1985 and SPRING 1986
COURSE OFFERINGS**

The course offerings are organized
by areas of competency:
Theories of Development: The Life Cycle
Social and Political Contexts of Human Development
Communication
Research
Implementation

Summer, Fall and Spring classes are listed.
Unless specified, classes can be taken by either
undergraduate or graduate students.



SUMMER CALENDAR 1985

Monday, May 27	Holiday—Memorial Day
Thursday, June 13	REGISTRATION: 12:00 noon to 5:00 PM
Friday, June 14	REGISTRATION: 8:00 AM to 1:00 PM
June 17-July 26	Summer Session
Monday, June 17	College Classes begin
	Orientation for Children's Programs: 9:00 AM to 2:00 PM
	Late Registration begins: 9:00 to 12:00, and 1:00 to 4:00
Tuesday, June 18	Children's Programs begin
Friday, June 21	Last day to register for summer classes
Thursday, July 4	Holiday—Independence Day
Friday, July 19	Last day to register for MA projects and Independent Studies
Friday, July 26	Last day of classes and children's programs
Friday, August 2	Student evaluations are due in College Records

SUMMER 1985 WORKSHOP AND INTENSIVE CALENDAR

Saturday, May 25	Why, When and How to Say No
June 22-23, and June 29-30	Awareness Through Children's Literature
June 24-28	Strategies for Change-Making
June 26 & July 10	Film & Lecture Series
July 19, 20, & 21	Music for Young Children
July 22-26	Administration of Early Childhood Programs
July 22-August 2	Transference and Countertransference
August 2, 3, & 4	College Teachers Making Changes
August 5-9	Theories of Attachment/Separation/Individuation and Questions of Cultural Relativity
August 5-15	Leadership in Education
August 5-16	Anna Freud
August 5-30	Day Care Practicum
August 12-16	Authentic Infant — Competent Child Classroom Management
August 19-23	Human Sexuality and Sexism Models and Methods of Parent Involvement Adolescent Pregnancy and Parenting
August 26-30	Family Stress

NOTE: Some Intensives run concurrently with regular summer classes.

SUMMER 1985

THEORIES OF HUMAN DEVELOPMENT: THE LIFE CYCLE:

Students are expected to explore various human issues which reoccur over the life cycle, such as separation, the search for autonomy, intimacy, work competence, etc., and to come to understand the issues specific to particular developmental stages. Students are also expected to become familiar with theory-building and to develop their own theories of human development, as well as to understand the work and ideas of some of the major developmental theorists.

HD/S200 is a required course for all students entering Pacific Oaks in Fall 1983 or thereafter.

Courses marked with an asterisk (*) are eligible for CEU for nurses.

CLASS LISTINGS: course descriptions begin on page 36.

HD/S209 MULTI-CULTURAL PERSPECTIVES ON THE EARLY YEARS*

Renatta Cooper 3 units

5:00 PM to 9:30 PM, Tuesday

(Course equivalent to HD/S200 Life Cycle for summer-only students)

HD/S239 THE PSYCHODYNAMICS OF THE FAMILY*

Bernice Augenbraun 3 units

12:00 noon to 4:30 PM, Wednesday

(Course equivalent to Practice of MFCC and MFCC Practicum I)

HD/S249 PREVENTIVE INTERVENTION FOR INFANTS AND THE VERY YOUNG*

Magda Gerber 2 units

6:30 PM to 9:30 PM, Monday,
July 8, 15, and 22, plus
9:00 AM to 5:00 PM, Saturday,
July 13

HD/S263 ERIK ERIKSON, ROBERT COLES, AND THE SOCIAL PSYCHOLOGY OF CHILDHOOD

Stan Smith 3 units

5:00 PM to 9:30 PM, Thursday

(Course equivalent to HD/S200 Life Cycle for summer-only students)

HD/S288 DEVELOPMENTAL ASSESSMENT OF THE YOUNG CHILD*

Nikola Trumbo 3 units

8:30 AM to 1:00 PM, Tuesday

Also see Intensive listings.

SOCIAL AND POLITICAL CONTEXTS OF HUMAN DEVELOPMENT:

The cycle of human development occurs within the context of a culture. The search for developmental patterns is a search

for some universals, some consistent themes common to all people. Yet this search for consistent themes most often has been conducted within an ethnocentric context. Thus a search for common themes must be balanced by careful attention to the diversity of human contexts.

Students are expected to gain an understanding of cultural differences, an awareness of the ethnocentrism and gender-centrism of much current developmental theory, and an awareness of the dynamics of oppression.

HD/S282 is a required course for all students entering in Fall 1983 or thereafter.

Courses marked with an asterisk (*) are eligible for CEU for nurses.

CLASS LISTINGS: course descriptions begin on page 36.

HD/S282 SOCIAL AND POLITICAL CONTEXTS OF HUMAN DEVELOPMENT*

Karen File and Nikola Trumbo 4 units

12:00 noon to 4:30 PM, Friday, plus 8:00 AM to 4:00 PM,
Saturday, July 20

HD/S270 ETHNICITY AND AGING*

Arwen Larkin 3 units

5:00 PM to 9:30 PM, Monday

HD/S359 SOUTH AFRICA: AN HISTORICAL PERSPECTIVE

Nicholas Mnkandla 3 units

5:00 PM to 9:30 PM, Tuesday

HD/S374 TRAINING STAFF FOR ANTI-BIAS CURRICULUM

Bill Sparks 3 units

5:00 PM to 9:30 PM, Thursday

Also see Intensive listings.

COMMUNICATION

Students are expected to develop competence in written and oral communication as a part of their programs at Pacific Oaks. This competence should include both analytical and creative written expression, speaking and listening skills, understanding of group processes and effective group membership. Students who have basic competence in these areas are encouraged to develop competence in photography, video-tape, film, art, computer, poetry, music and movement, and other forms of self-expression and interpersonal communication.

HD/S283 is a required class for all students entering Pacific Oaks in Fall 1983 or thereafter.

Courses marked with an asterisk (*) are eligible for CEU for nurses.

CLASS LISTINGS: course descriptions begin on page 36.

HD/S227 CROSS RACIAL/ETHNIC COUNSELING AND COMMUNICATION ISSUES*

Barbara Richardson 3 units

12 noon to 4:30 PM, Wednesday

(Course equivalent to MFCC Communication)

HD/S236 ADVOCACY AND COMMUNITY ORGANIZING*

Marilyn Montenegro 3 units
 12 noon to 4:30 PM, Wednesday
 (Course equivalent to MFCC Communication)

HD/S/W257 INTEGRATING MIND AND BODY

Judith Malson Meyer and Pamela Gruber 2 units
 6:00 PM to 9:30 PM, Wednesday
 (3 units for Credential students)

HD/S369 TEACHING CHILDREN PEACE THROUGH STORIES

Marjorie Shore and Kathy Kiohr 3 units
 6:00 PM to 9:30 PM, Thursday

HD/S/W448 THE READING/WRITING CONNECTION

Nicole Hire
 6:00 PM to 9:30 PM, Tuesday
 Meets reading curriculum requirement for Credential students.

HD/S/W298 ASSESSMENT OF EXPERIENCE

Judith Malson Meyer and Connie Kinsey 3 units
 12:00 noon to 4:30 PM, Wednesday
Prerequisite: Consent of the instructor

ED/S/W240 MAINSTREAMING THE "HANDICAPPED"

Bill Sparks 3 units
 5:00 PM to 9:30 PM, Monday

ED/S/W241 ROCKS, BLOCKS AND STOCKS

Bob Walker 3 units
 5:00 PM to 9:30 PM, Wednesday
 Meets math curriculum requirement for Credential students.

ED/S242 TEACHING AS PERFORMING ART

Mae Pendleton Cowan 3 units
 5:00 PM to 9:30 PM, Thursday
 Meets humanities curriculum requirement for Credential students.

RESEARCH:

Students are expected to learn how research can be conducted, to question and analyze the results of research, and to ask questions and find answers — that is, to conduct research of their own.

Courses marked with an asterisk () are eligible for CEU for nurses.*

CLASS LISTINGS: course descriptions begin on page 36.

HD/F251 SHADOW STUDY

Karen Fite/Faculty 2-6 units
 Hours by arrangement

HD/S/W295 THESIS AS TRANSITION

Jerry Ferguson 3 units
 8:00 AM to 4:00 PM, Friday and Saturday:
 June 21 and 22, July 12 and 13, and August 2 and 3

IMPLEMENTATION:

Students are expected to develop competence in direct work with either (or both) children and adults. This experience is expected to include direct work with people whose cultural background and life experience differ from the student's own.

Students at the Master's level are expected to engage in some form of fieldwork as a part of their M.A. program. M.A. students who have no direct work experience with children before coming to Pacific Oaks are encouraged to work directly with children while at Pacific Oaks. B.A. students are required to work directly with children as a part of their program at Pacific Oaks.

Either HD/S400 or HD/S401 is required for all students entering Pacific Oaks in Fall 1983 or thereafter.

Courses marked with an asterisk () are eligible for CEU for nurses.*

CLASS LISTINGS: course descriptions begin on page 36. Please see intensive listings for courses meeting implementation requirements.

ADDITIONAL CLASSES:**HD292 INDEPENDENT STUDY**

Faculty 1-3 units
 Hours by arrangement

HD299 MASTER'S PROJECT

Faculty
 Hours by arrangement

CREDENTIAL PROGRAM:

CLASS LISTINGS: course descriptions begin on page 36.

ED292 INDEPENDENT STUDY

Mae Pendleton Cowan 1-3 units
 Hours to be arranged

Also see Communication and Intensive listings.

DIRECTED TEACHING:**ED/D252 KINDERGARTEN****ED/D253 PRIMARY****ED/D254 UPPER ELEMENTARY**

Mae Pendleton Cowan 4 units
 Hours by arrangement

Prerequisite: Admission to a Credential Program.

Student Teaching Fee: \$10 per unit in addition to tuition.

CHILDREN'S PROGRAMS:

Children's Programs at Pacific Oaks provide an opportunity for students to work intensely with children and to create meaningful educational activities and events. Participating in a professional team and developing an awareness of parents' roles in schools are integral to the practicum. The practicum offers hands-on teaching experience, the pragmatic meshing of theories into practice and a remarkable opportunity to experience a child's thinking and feeling.

PRACTICA LISTINGS: course descriptions begin on page 36

HD/P/S402 DAY CARE*

David Rover 3-6 units
5 hours/day, 5 days/week
Seminar/Staff Meeting: 5:00 PM to 8:00 PM, Monday

HD/P/S403S INFANT/TODDLER/TWO YEAR PRACTICUM*

Renalta Cooper and ReGena Booze 4 units
Monday and Wednesday in Boat Yard, hours by arrangement with ReGena: 9:00 AM to 1:00 PM, Tuesday and Thursday in the Infant/Toddler Yard
Seminar: 3:00 PM to 6:00 PM, Monday 1 unit (optional)

HD/P/S411 ADOLESCENTS*

Winnie Dorn
8:00 AM to 1:00 PM, 2-5 days/week
Seminar: 4:00 PM to 7:00 PM, Monday

HD/P/S414 OPEN CLASSROOM: KINDERGARTEN/PRIMARY*

Nancy Dubuc and Cheryl Greer 4 units
8:30 AM to 2:30 PM, Monday to Friday
Seminar: 2:00 PM to 3:00 PM, daily

SUMMER WORKSHOPS AND INTENSIVES:

Pacific Oaks Intensives are concentrated courses that offer professionals in education and other human services an opportunity to gain new knowledge, share ideas with others, and build support networks.

Intensives may be audited or taken for credit. Credit is applicable toward M.A. degrees and B.A. degrees at Pacific Oaks, as well as in-service requirements or transfer credit to other programs.

Intensives are offered during one- or two-week periods and on weekends during the school year. They are available in our outreach locations, as well as in Pasadena.

Intensives marked with an asterisk () are eligible for CEU for nurses.*

NOTE: Life Cycle, Social/Political, Communication, Research and Implementation indicate areas of competence in which an Intensive is included. A course does not meet a specific course requirement (see approach classes in introduction) unless it specifically states this class meets Life Cycle, Social and Political Contexts of Human Development, Communication Skills Workshop, Working With Adults, or Working With Children. This statement means the designated course takes the place of one of the required courses. Course descriptions begin on page 36.

Saturday, May 25: 9:00 AM to 4:00 PM

WHY, WHEN AND HOW TO SAY NO: A WORKSHOP FOR WOMEN IN THE HUMAN SERVICES*

Karen Fite and Nikola Trumbo
1-2 units by HD292 Independent Study, Social/Political; Communication

Saturday and Sunday, June 22-23, and June 29-30, 9:00 AM to 4:30 PM

HD/S375 AWARENESS THROUGH CHILDREN'S LITERATURE

Betty Jones and Marjorie Shore 2-3 units
For 3 units: In addition to class participation, read to children over a two month period of your choice. Keep a journal.
Bring pot-luck, we will eat while we read.
Meets humanities curriculum requirement for Credential students.
Communication; Implementation

June 24 to June 28, 8:00 AM to 4:00 PM, Daily

HD/S444 STRATEGIES FOR CHANGE-MAKING

Betty Jones and Wayne Maas 3 units
Before the first meeting, read: Paul Watzlawick et al. *Change*, and Paulo Freire, *Pedagogy of the Oppressed* (available from the Pacific Oaks Bookstore). Bring pot-luck to share.
This Intensive is equivalent to the HD/S283 Communication Skills Workshop and meets the MFCC communication requirement. It also meets the Psychological or Social Foundations requirement for teaching credentials.
Communication; Implementation

Friday, Saturday and Sunday, July 19, 20, and 21:
July 19, 7:30 PM to 9:30 PM, July 20 and 21, 9:30 AM to 4:30 PM

HD/S/W376 MUSIC FOR YOUNG CHILDREN 1 unit

Audrey Powell McPherson
This Intensive meets the humanities requirement for Credential students.
Communication; Implementation

July 22 to July 26, 8:00 AM to 4:00 PM, Daily

HD/S447 ADMINISTRATION OF EARLY CHILDHOOD PROGRAMS

Sharon Stine 3 units
Implementation

July 22 to August 2, 8:00 AM to 4:00 PM, Daily

HD/S418 TRANSFERENCE AND COUNTERTRANSFERENCE*

Peter Schou 6 units
Communication

Friday, Saturday and Sunday, August 2, 3, and 4:
August 2, 6:30 PM to 9:30 PM; August 3, 9:00 AM to 5:00 PM; and August 4, 9:00 AM to 3:00 PM

HD/S432 WORKSHOP FOR COLLEGE TEACHERS MAKING CHANGES

Betty Jones, coordinator 1-2 units
Communication; Implementation

August 5 to August 9, 8:00 AM to 5:00 PM, Daily

HD/S446 THEORIES OF ATTACHMENT/SEPARATION/INDIVIDUATION AND QUESTIONS OF CULTURAL RELATIVITY*

Barbara Richardson and Nikola Trumbo 3 units
This Intensive meets HD/S200 Life Cycle requirement for summer-only students.
Life Cycle

August 5 to August 15, 8:00 AM to 4:00 PM, Daily

HD/F/S340 LEADERSHIP IN EDUCATION*

Karen Fite, Betty Jones, Katie Kissinger, and Mary Beth Lakin 6 units

This intensive meets HD/S401 Working With Adults requirement.

Communication; Implementation

August 5 to August 16, 8:00 AM to 4:00 PM, Daily

HD/S276 ANNA FREUD: PARADIGM AND INFLUENCE IN CHILD DEVELOPMENT

Stan Smith 6 units

Life Cycle

August 5 to August 30, 6 hours/day, 5 days/week

HD/P/S402 DAY CARE

David Rover 3 units

Seminar/Staff Meeting: 5:00 PM to 8:00 PM, Monday.

Consent of instructor necessary for registration.

Implementation

August 12 to August 16, 8:00 AM to 4:00 PM, Daily

HD/S254 AUTHENTIC INFANT — COMPETENT CHILD*

Magda Gerber 3 units

Life Cycle

August 12 to August 16, 8:00 AM to 4:00 PM, Daily

ED/S239 CLASSROOM MANAGEMENT

Pamela Powell 3 units

Implementation

August 19 to August 23, 8:00 AM to 4:00 PM, Daily

HD/S237 HUMAN SEXUALITY AND SEXISM*

Eleanor and Walter Hamilton 3 units

Life Cycle; Social/Political; Communication

August 19 to August 23, 8:00 AM to 4:00 PM, Daily

HD/S240 MODELS AND METHODS OF PARENT INVOLVEMENT*

Ruth Beaglehole 3 units

Communication; Implementation

August 19 to August 23, 8:00 AM to 4:00 PM, Daily

HD/S398 ADOLESCENT PREGNANCY AND PARENTING*

Renatta Cooper and Carlesa Finney 3 units

Life Cycle

August 26 to August 30, 8:00 AM to 4:00 PM, Daily

HD/S445 FAMILY STRESS*

Walter Hamilton 3 units

Life Cycle; Social/Political

Wednesdays, June 26 and July 10: 5:00 PM to 9:30 PM

FILM AND LECTURE SERIES

Bernice Augenbraun and Marilyn Montenegro

This series is free, and open to all

SUMMER INTENSIVES AT THE LITTLE SCHOOL IN SEATTLE:

These classes are held at The Little School, 2812 116th NE, Bellevue. For directions call The Little School at (206) 827-8708.

SUMMER 1985:

July 15-19, 8:30 AM to 4:30 PM, Daily

HD/S282 SOCIAL AND POLITICAL CONTEXTS OF HUMAN DEVELOPMENT*

Carol Phillips and Jeanne Strong-Cvetich 3 units

July 22-26, 8:30 AM to 4:30 PM, Daily

HD/S/W415 EMERGENT CURRICULUM: AN INTERACTIVE PROCESS

Betty Jones and Kathi Titus 3 units

Communication; Implementation

July 29-August 2, 8:30 AM to 4:30 PM, Daily

HD/S436 CHILDREN AND ADULTS: RECURRENT ISSUES IN DEVELOPMENT*

Nancy Place and Jill Boyd 3 units

Life Cycle

FALL CALENDAR 1985

Now through July 26	Preregistration for Fall Semester
Monday, September 2	Holiday—Labor Day
Wednesday, September 4	REGISTRATION: 12:00 noon to 6:00 PM Orientation for Children's Programs: 9:00 AM to 1:00 PM
Thursday, September 5	REGISTRATION: 8:00 AM to 1:00 PM Orientation for Children's Programs: 9:00 AM to 1:00 PM
Monday, September 9	College Classes and Children's School Seminars begin Late Registration begins: 9:00 to 12:00, and 1:00 to 4:00 Reduced Rate Registration: 9:00 to 12:00, and 1:00 to 4:00 Full Faculty Retreat: 9:00 AM to 3:00 PM
Tuesday, September 10	Reduced Rate Registration: 9:00 to 12:00, and 1:00 to 4:00 Children's Programs begin
Monday, September 16	Holiday—Rosh Hashanah
Friday, September 20	Last day to add classes for Fall semester
Wednesday, September 25	Holiday—Yom Kippur
Monday, November 12	Holiday—Veteran's Day
Thursday, November 28 and Friday, November 29	Holiday—Thanksgiving
Friday, December 6	Last day to register for MA projects and Independent Studies
Friday, December 20	College classes end
Monday, December 23	Student Evaluations due in College Records
December 24, 25, and 26	Holiday—School and Offices closed
December 31 and January 1	Holiday—School and Offices closed
Friday, January 17	Children's Programs end

NOTE: Dates of Directed Teaching in Public Schools will be announced. Contact Credential Analyst for further information.

FALL 1985

THEORIES OF HUMAN DEVELOPMENT: THE LIFE CYCLE:

Students are expected to explore various human issues which reoccur over the life cycle, such as separation, the search for autonomy, intimacy, work competence, etc., and to come to understand the issues specific to particular developmental stages. Students are also expected to become familiar with theory-building and to develop their own theories of human development, as well as to understand the work and ideas of some of the major developmental theorists.

HD/S200 is a required course for all students entering Pacific Oaks in Fall 1983 or thereafter.

Courses marked with an asterisk () are eligible for CEU for nurses.*

CLASS LISTINGS: course descriptions begin on page 36

HD/S200 THE LIFE CYCLE* 4 units

Section A: Elizabeth Prescott and Bunny Rabirol

1:00 PM to 4:30 PM, Tuesday

Section B: Jerry Ferguson

4:30 PM to 8:30 PM, Wednesday

HD/S237 HUMAN SEXUALITY*

Betty Brooks 3 units

4:00 PM to 7:00 PM, Wednesday

HD/S247 ADOLESCENCE

Peter Schou 3 units

4:00 PM to 7:00 PM, Wednesday

HD/S249 PREVENTIVE INTERVENTION FOR INFANTS AND THE VERY YOUNG*

Magda Gerber 2 units

6:30 PM to 9:30 PM, Monday, October 21, 28, and November 4, plus 9:00 AM to 5:00 PM, Saturday, November 2

HD/S252 CHILD SEXUAL ABUSE*

Ruth Beaglehole 3 units

7:00 PM to 10:00 PM, Thursday

HD/S254 AUTHENTIC INFANT — COMPETENT CHILD*

Magda Gerber 2 units

6:30 PM to 9:30 PM, Tuesday, October 22, 29, and November 5, plus 9:00 AM to 5:00 PM, Saturday, October 26

HD/S255 ECOLOGY OF CHILDHOOD*

Stan Smith 3 units

1:00 PM to 4:00 PM, Tuesday

HD/S267 PSYCHOPATHOLOGY*

Ian Russ 3 units

1:00 PM to 4:00 PM, Friday

Prerequisites: HD/S200 The Life Cycle; HD/S269 Personality Theories and Clinical Intervention.

HD/S269 PERSONALITY THEORIES AND CLINICAL INTERVENTION*

Judith Matson Meyer 3 units

4:00 PM to 7:00 PM, Wednesday

HD/S289 THEORIES OF CHILD DEVELOPMENT IN PRACTICE*

Ruth Pearce 3 units

5:30 PM to 8:30 PM, Tuesday

This course can be taken in Fall for 3 units or in the Fall and Spring for 6 units. No new students will be added in Spring.

This class is held at the instructor's home: 768 Brooktree Road, Pacific Palisades.

Enrollment limit: 15

HD/D306 WOMEN AND AGING*

Carroll Borland-Parten 3 units

4:00 PM to 7:00 PM, Thursday

Also see Intensive listings.

SOCIAL AND POLITICAL CONTEXTS OF HUMAN DEVELOPMENT

The cycle of human development occurs within the context of a culture. The search for developmental patterns is a search for some universals, some consistent themes common to all people. Yet this search for consistent themes most often has been conducted within an ethnocentric context. Thus a search for common themes must be balanced by careful attention to the diversity of human contexts.

Students are expected to gain an understanding of cultural differences, an awareness of the ethnocentrism and gender-centrism of much current developmental theory, and an awareness of the dynamics of oppression.

HD/S282 is a required course for all students entering in Fall 1983 or thereafter.

Courses marked with an asterisk () are eligible for CEU for nurses.*

CLASS LISTINGS: course descriptions begin on page 36.

HD/S282 SOCIAL AND POLITICAL CONTEXTS OF HUMAN DEVELOPMENT* 4 units

Section A: Karen Fite, Barbara Richardson, and Nikola Trumbo

4:30 PM to 8:30 PM, Tuesday

Section B: Louise Derman-Sparks and Maria Gutierrez

4:30 PM to 8:30 PM, Wednesday

HD/S212 CHILDREN UNDER STRESS*

Bunny Rabirol 3 units

4:00 PM to 7:00 PM, Thursday

HD/S360 RACISM AND HUMAN DEVELOPMENT*

Antonia Darder and Bill Sparks 3 units

6:00 PM to 10:00 PM, Thursday

Also see Intensive listings.

COMMUNICATION:

Students are expected to develop competence in written and oral communication as a part of their programs at Pacific Oaks. This competence should include both analytical and creative written expression, speaking and listening skills, understanding of group processes and effective group membership. Students who have basic competence in these areas are encouraged to develop competence in photography, video-tape, film, art, computer, poetry, music and movement, and other forms of self-expression and interpersonal communication.

HD/S283 is a required course for all students entering Pacific Oaks in Fall 1983 or thereafter.

Courses marked with an asterisk (*) are eligible for CEU for nurses.

CLASS LISTINGS: course descriptions begin on page 36.

HD/S283 COMMUNICATION SKILLS WORKSHOP* 1 unit

Section A: Jerry Ferguson

7:00 PM to 10:00 PM, Monday, September 23, 30, October 7, 14, and 21

Section B: Betty Jones

9:00 AM to 3:00 PM, Saturday, September 14, October 5 and 26

HD/S221-I THEORIES OF MARRIAGE, FAMILY AND CHILD COUNSELING*

Barbara Richardson 3 units

7:00 PM to 10:00 PM, Wednesday

Enrollment limit: 25

HD/P/S224-I MFCC PRACTICUM I: APPLIED PSYCHOTHERAPEUTIC TECHNIQUES*

Bernice Augenbraun 3 units

4:00 PM to 7:00 PM, Wednesday

THIS CLASS BEGINS WEDNESDAY, OCTOBER 2.

HD/P/S224-II MFCC PRACTICUM II: APPLIED PSYCHOTHERAPEUTIC TECHNIQUES: DIVERSE SETTING*

Melva Newman 3 units

7:00 PM to 10:00 PM, Thursday

HD/S256 ENVIRONMENTAL MANIPULATION AND REFERRAL UTILIZATION*

Marilyn Montenegro 3 units

4:00 PM to 7:00 PM, Wednesday

THIS CLASS BEGINS WEDNESDAY, OCTOBER 2.

HD/S/W298 ASSESSMENT OF EXPERIENCE

Connie Kinsey 3 units

4:00 PM to 7:00 PM, Monday

Prerequisite: Consent of the instructor

Also see intensive listings



Photograph by Carolyn Kozzo

RESEARCH:

Students are expected to learn how research can be conducted, to question and analyze the results of research, and to ask questions and find answers — that is, to conduct research of their own.

Courses marked with an asterisk (*) are eligible for CEU for nurses.

CLASS LISTINGS: course descriptions begin on page 36.

HD/S251 SHADOW STUDY

Karen Fite/Faculty 2-6 units

Hours to be arranged.

HD/S/W260 TESTING, MEASUREMENT AND RESEARCH

Jerry Ferguson 3 units

4:00 PM to 7:00 PM, Monday

(MFCC students must register for 2 units of Testing and Measurement, and 1 unit of Research)

Enrollment limit: 25

IMPLEMENTATION:

Students are expected to develop competence in direct work with either (or both) children and adults. This experience is expected to include direct work with people whose cultural background and life experience differ from the student's own.

Students at the Master's level are expected to engage in some form of fieldwork as a part of their M.A. program. M.A. students who have no direct work experience with children before coming to Pacific Oaks are encouraged to work directly with children while at Pacific Oaks. B.A. students are required to work directly with children as a part of their program at Pacific Oaks.

Either HD/S400 or HD/S401 is required for all students entering Pacific Oaks in Fall 1983 or thereafter.

Courses marked with an asterisk (*) are eligible for CEU for nurses.

CLASS LISTINGS: course descriptions begin on page 36**HD/S400 WORKING WITH CHILDREN***

Betty Jones and Mae Pendleton Cowan 4 units
4:30 PM to 8:30 PM, Tuesday

HD/S280 CLINICAL CHILD DEVELOPMENT SEMINAR AND PRACTICUM*

Nikola Trumbo 15 units
Practicum hours to be arranged.
Seminar: 1:00 PM to 4:00 PM, Friday
Consent of instructor necessary for registration.

Also see Intensive listings.

ADDITIONAL CLASSES:**HD292 INDEPENDENT STUDY**

Faculty 1-3 units
Hours to be arranged

HD299 MASTER'S PROJECT

Faculty

CREDENTIAL CLASSES:

Beginning in Fall 1995, Pacific Oaks is offering a one-year, full-time graduate program leading to completion of the California Multiple Subjects Teaching Credential as well as Pacific Oaks' regular Credential Program. This program begins each fall with a maximum of 20 students. Applicants must hold a B.A. degree in any field, or qualify for admission to the MA/ABLE program and complete HD/S298 Assessment of Experience before the fall semester. The program includes classroom experience, seminars, and workshops. Please contact the Credential advisor for further information.

CLASS LISTINGS: course descriptions begin on page 36.**ED/S/W216 CBEST Workshops**

Mae Pendleton Cowan
8:30 AM to 1:30 PM, Saturday, for 6 weeks. Check with Credential Analyst for exact dates of the CBEST Workshops in Fall and Spring.

ED/S232 INTRODUCTION TO PUBLIC SCHOOLS AND TO MAINSTREAMING

Mae Pendleton Cowan 3 units
9:00 AM to 1:30 PM, Friday
(continues in Spring)

ED/S/W246 ELEMENTARY CURRICULUM WORKSHOP

Sharon Stine, Susan Audap, and Betty Jones 4-5 units
2:30 PM to 9:30 PM, Wednesday. Students are expected to attend 5 hours weekly of this workshop. This is a two-semester class offered for a total of 8 units.

ED/S247 INDIVIDUALIZING AND PERSONALIZING CURRICULUM IN THE PUBLIC SCHOOL CLASSROOM

Mae Pendleton Cowan 3 units
7:00 PM to 10:00 PM, Thursday

ED292 INDEPENDENT STUDY

Mae Pendleton Cowan 1-3 units
Hours to be arranged

Also see Intensive listings.

DIRECTED TEACHING:**ED/D252 KINDERGARTEN****ED/D253 PRIMARY****ED/D254 UPPER ELEMENTARY**

Mae Pendleton Cowan 4-5 units
Hours to be arranged

Prerequisite: Admission to a Credential Program.

Student Teaching Fee: \$10 per unit in addition to tuition

CHILDREN'S PROGRAMS

Children's Programs at Pacific Oaks provide an opportunity for students to work intensely with children and to create meaningful educational activities and events. Participating in a professional team and developing an awareness of parents' roles in schools are integral to the practicum. The practicum offers hands-on teaching experience, the pragmatic meshing of theories into practice and a remarkable opportunity to experience a child's thinking and feeling.

Practica: Generally a practicum student receives one unit of credit for each three to four hours of participation per week. Units may be for graduate or undergraduate credit. Each practicum includes staff meetings and a seminar. Attendance at seminars is required; unit credit for seminars is optional. The maximum number of units a student may take the practicum/seminar for is six (6) units. Because practica are often student teaching experiences, the calendar for Children's Programs more closely follows the public school calendar for number of days students and children attend the yards.

Observation/Reflection: Students who want to gain knowledge about curriculum planning and observation of children at a specific age level may regularly observe a children's group and attend its seminar. Seminar times are listed under each Practicum.

Master's Students: Master's students are able to complete the college practicum requirements in a variety of ways in Children's School faculty members for individualized practica.

Children's School faculty are currently exploring the following areas: multicultural curriculum, parent support groups, intergenerational programs, computers/curriculum and children, ecological awareness and energy conservation, adolescent participation, and retraining for public school teachers.

Fall Orientation: for all practicum students is Wednesday, September 4, 9:00 AM to 1:00 PM, and Thursday, September 5, 9:00 AM to 1:00 PM.

PRACTICA LISTINGS: course descriptions begin on page 36.**HD/P/S402 DAY CARE***

David Rover 3-6 units
Hours by arrangement
Staff meeting: 5:00 PM to 8:00 PM, Monday
Consent of instructor necessary for registration.

HD/P/S403 INFANT/TODDLER/PARENT CENTER*

Renatta Cooper	2-6 units
Practicum: 9:00 AM to 1:00 PM, 2 or 4 days/week includes daily staff meeting	2-4 units
Seminar: 3:00-6:00 PM, Monday	1 unit
(1 additional unit by special arrangement with instructor)	

HD/P/S406 SATURDAY INFANT/TODDLER PROGRAM*

Renatta Cooper 3 units
9:00 AM to 1:00 PM
Seminar 7:00 PM to 10:00 PM, Tuesday

HD/P/S404 2 YEAR YARD*

Maria Gutierrez	3-6 units
8:30 AM to 1:00 PM, 3-5 days/week	3-5 units
Seminar: 4:00 PM to 7:00 PM, Monday	1 unit
(1 additional unit by special arrangement with instructor)	

NO/P/S405 PRESCHOOL: 3 TO 5 YEARS*

Mae Varon and Cory Gann	3-6 units
8:30 AM to 1:00 PM, 3-5 days/week	3-5 units
Seminar: 4:00 PM to 7:00 PM, Monday	1 unit
(1 additional unit by special arrangement with instructor)	

HD/P/S407 KINDERGARTEN®

Molly Scudder	3-6 units
8:30 AM to 1:00 PM, 3-6 days/week	3-5 units
Seminar: 4:00 PM to 7:00 PM, Monday	1 unit
(1 additional unit by special arrangement with instructor)	

NO/S408 OBSERVATION/REFLECTION*

Faculty 2 units
Hours to be arranged, students must attend seminar for yard
they are observing

NO/P/3409 OPEN CLASSROOM: PRIMARY*

Betty Childress and Kim Sakamoto	6 units
9:30 AM to 3:00 PM, 2 days/week plus	4 units
8:30 AM to 1:00 PM, or 11:30 AM to 3:00 PM, 2 days/week	
Seminar: 3:30 PM to 6:00 PM, Monday and	2 units
2:00 PM to 4:00 PM, Wednesday	

Prerequisite: Previous practicum or teaching experience

RD/P/3411 ADOLESCENTS*

Winnie Dorn	3 units
8:00 AM to 1:00 PM, 2-5 days/week	
Seminar: 4:00 PM to 7:00 PM, Monday	1 unit (optional)

HD/P/S412 GRADUATE SPECIALIZED PRACTICUM*

Faculty	3-6 units
Hours to be arranged	

FALL 1985 WORKSHOP AND INTENSIVE CALENDAR

September 20, 21, 27, 28 and October 4, 5, 11, and 12	Women in Administration
October 2, 9, 16 and 23	Film & Lecture Series
October 6, 13 and 20	Self Defense for Women
January 6-10	Creative Writing
	Fundraising for Community Organizations
	Death and Dying
	Children, Painting and Clay
January 6-17	Supervising Adults Working with Children
January 6-31	Day Care Practicum
January 11, 18 and March 15	Music, Politics and Children
January 13-17	Developing Anti-Bias Curriculum
	DSM-III
	Classroom Management
	Authentic Infant — Competent Child

FALL WORKSHOPS AND INTENSIVES:

Pacific Oaks Intensives are concentrated courses that offer professionals in education and other human services an opportunity to gain new knowledge, share ideas with others, and build support networks.

Intensives may be audited or taken for credit. Credit is applicable toward M.A. degrees and B.A. degrees at Pacific Oaks, as well as in-service requirements or transfer credit to other programs.

Intensives are offered during one- or two-week periods and on weekends during the school year. They are available in our outreach locations, as well as in Pasadena.

Intensives marked with an asterisk () are eligible for CEU for nurses.*

NOTE: Life Cycle, Social/Political, Communication, Research and Implementation indicate areas of competence in which an Intensive is included. A course does not meet a specific course requirement (see approach classes in introduction) unless it specifically states this class meets Life Cycle, Social and Political Contexts of Human Development, Communication Skills Workshop, Working With Adults, or Working With Children. This statement means the designated course takes the place of one of the required courses. Course descriptions begin on page 36.

Fridays, September 20, 27, October 4 and 11, 6:00 PM to 9:30 PM, and Saturdays, September 21, 28, October 5 and 12, 9:00 AM to 4:00 PM

HD/S308 WOMEN IN ADMINISTRATION*

Pamela Powell 3 units
Social/Political; Communication

Sundays, October 6, 13, and 20, 9:00 AM to 3:00 PM

HD/S/W307 SELF DEFENSE FOR WOMEN

Betty Brooks 1 unit
Social/Political; Implementation

January 6 to January 10, 8:30 AM to 4:30 PM, Daily

HD/S/W281 CHILDREN, PAINTING AND CLAY

Karen Neubert 3 units
Communication; Implementation

January 6 to January 10, 8:30 AM to 4:30 PM, Daily

HD/S423 DEATH AND DYING*

Arwen Larkin 3 units
Life Cycle

January 6 to January 10, 8:30 AM to 4:30 PM, Daily

HD/S/W424 CREATIVE WRITING

Clive Matson 3 units
Communication

January 6 to January 10, 8:30 AM to 4:30 PM, Daily

HD/S449 FUNDRAISING FOR COMMUNITY ORGANIZATIONS*

Antonia Darder 3 units
Social/Political; Communication

January 6 to January 17, 8:30 AM to 4:30 PM, Daily

HD/S438 SUPERVISING ADULTS WORKING WITH CHILDREN*

Nikola Trumbo 6 units
Communication; Implementation

January 6 to January 31, 6 hours/day, 5 days/week

HD/P/S402 DAY CARE*

David Rover 3 units
Seminar/Staff Meeting: 5:00 PM to 8:00 PM, Monday
Consent of instructor necessary for registration.
Implementation

Saturdays, January 11, 18, and March 15, 10:00 AM to 3:00 PM

HD/S372 MUSIC, POLITICS AND CHILDREN

Jacki Breger and Sweet Honey in the Rock 1 unit
(2-3 units by arrangement with instructor)
Life Cycle: Social/Political; Communication; Implementation

January 13 to 17, 8:30 AM to 4:30 PM, Daily

HD/S250 DEVELOPING ANTI-BIAS CURRICULUM

Louise Derman-Sparks 3 units
Social/Political; Implementation

January 13 to 17, 8:30 AM to 4:30 PM, Daily

HD/S287 DSM-III: DISORDER, PATHOLOGIES, AND LIFE THEME DISTURBANCES*

Stan Smith 3 units
Life Cycle

Wednesday, October 2, 9, 16 and 23, 5:00 PM to 9:30 PM

FILM AND LECTURE SERIES

Bernice Augenbraun and Marilyn Montenegro
This series is free, and open to all.

SPRING CALENDAR 1986

October 28 — December 13	Preregistration for Spring Semester
Monday, January 6	January Intensives begin Children's Programs and Fall Practica reconvene
Thursday, January 16	REGISTRATION: 12:00 noon to 6:00 PM
Friday, January 17	REGISTRATION: 8:00 AM to 1:00 PM January Intensives end Children's Programs and Fall Practica end
Monday, January 20	Holiday — Martin Luther King's Birthday
Tuesday, January 21	College classes begin Late Registration begins: 9:00 — 12:00, and 1:00 — 4:00 Reduced Rate Registration: 9:00 — 12:00, and 1:00 — 4:00 Orientation for Children's Programs: 8:30 AM to 3:30 PM
Wednesday, January 22	Children's Programs and Practica begin Reduced Rate Registration: 9:00 — 12:00, and 1:00 — 4:00
Friday, January 31	Last day to add classes for Spring semester
Wednesday, February 12	Holiday — Lincoln's Birthday
Monday, February 17	Holiday — Washington's Birthday observed
Thursday, March 13	Burgess Lecture — Adrienne Rich speaking
March 24 — March 28	Spring Break
Friday, March 28	Holiday — Good Friday
Friday, May 9	Last day to register for MA Projects and Independent Studies
Friday, May 16	College classes end Student Evaluations due in College Records
Sunday, May 18	Graduation
Monday, May 26	Holiday — Memorial Day observed
Friday, May 30	Credential Classes end
Friday, June 6	Children's Programs and Spring Practica end
NOTE: Dates of Directed Teaching in Public School will be announced. Contact Credential Analyst for further information	

SPRING 1986

THEORIES OF HUMAN DEVELOPMENT: THE LIFE CYCLE:

Students are expected to explore various human issues which reoccur over the life cycle, such as separation, the search for autonomy, intimacy, work competence, etc., and to come to understand the issues specific to particular developmental stages. Students are also expected to become familiar with theory-building and to develop their own theories of human development, as well as to understand the work and ideas of some of the major developmental theorists.

HD/S200 is a required course for all students entering Pacific Oaks in Fall 1983 or thereafter.

Courses marked with an asterisk (*) are eligible for CEU for nurses.

CLASS LISTINGS: course descriptions begin on page 36.

HD/S200 THE LIFE CYCLE* 4 units

Section A: Elizabeth Prescott and Bunny Rabirolf

1:00 PM to 4:30 PM, Tuesday

Section B: Jerry Ferguson

4:30 PM to 8:30 PM, Thursday

HD/S218 PIAGET

Louise Derman-Sparks 3 units

7:00 PM to 10:00 PM, Thursday

Enrollment limit: 25

HD/S237 HUMAN SEXUALITY*

Betty Brooks 3 units

7:00 PM to 10:00 PM, Thursday

HD/S238 PSYCHOPATHOLOGY OF CHILDHOOD*

Ian Russ 3 units

1:00 PM to 4:00 PM, Friday

Prerequisites: HD/S269 Personality Theory and Clinical Intervention and HD/S200 The Life Cycle.

HD/S246 PLAY IN CHILDHOOD*

Elizabeth Prescott 3 units

7:00 PM to 10:00 PM, Monday

HD/S249 PREVENTIVE INTERVENTION FOR INFANTS AND THE VERY YOUNG*

Magda Gerber 2 units

6:30 PM to 9:30 PM, Monday, February 3, 10, and 24, plus
9:00 AM to 5:00 PM, Saturday, February 22

HD/S266 ORDER AND DISORDER IN FAMILIES AND CHILDREN*

Stan Smith 3 units

4:00 PM to 7:00 PM, Tuesday

HD/S267 PSYCHOPATHOLOGY*

Bernice Augenbraun 3 units

4:00 PM to 7:00 PM, Wednesday

Prerequisites: HD/S200 The Life Cycle; HD/S269 Personality Theories and Clinical Intervention

HD/S288 DEVELOPMENTAL ASSESSMENT OF THE YOUNG CHILD*

Nikola Trumbo and Robert Goldberg 3 units

9:00 AM to 1:00 PM, Tuesday

HD/S289 THEORIES OF CHILD DEVELOPMENT IN PRACTICE*

Ruth Pearce 3 units

5:30 PM to 8:30 PM, Tuesday

This is the 2nd semester of a full-year course. Students may take the Fall semester for 3 units, or the entire year for 6 units; no new students will be accepted in Spring.

This class is held at the instructor's home: 768 Brooktree Road, Pacific Palisades.

Enrollment limit: 15

HD/290 NEVER THOUGHT IT WOULD BE LIKE THIS -- ADULTHOOD*

Bunny Rabirolf 3 units

1:00 PM to 4:00 PM, Thursday

HD/S321 ISSUES OF AGING IN AMERICA*

Carroll Borland-Parten 3 units

4:00 PM to 7:00 PM, Monday

Also see intensive listings.

SOCIAL AND POLITICAL CONTEXTS OF HUMAN DEVELOPMENT

The cycle of human development occurs within the context of a culture. The search for developmental patterns is a search for some universals, some consistent themes common to all people. Yet this search for consistent themes most often has been conducted within an ethnocentric context. Thus a search for common themes must be balanced by careful attention to the diversity of human contexts.

Students are expected to gain an understanding of cultural differences, an awareness of the ethnocentrism and gender-centrism of much current developmental theory, and an awareness of the dynamics of oppression.

HD S282 is a required course for all students entering in Fall 1983 or thereafter.

Courses marked with an asterisk (*) are eligible for CEU for nurses.

CLASS LISTINGS: course descriptions begin on page 36

HD/S282 SOCIAL AND POLITICAL CONTEXTS OF HUMAN DEVELOPMENT*

Karen Fite, Antonia Darder, and Nikola Trumbo 4 units

4:30 PM to 8:30 PM, Tuesday

HD/S217 ANTI-RACIST, ANTI-SEXIST CURRICULUM FOR PRESCHOOL

Ruth Beaglehole 3 units
7:00 PM to 10:00 PM, Thursday

HD/S235 SOCIO/CULTURAL ENVIRONMENTS*

Barbara Richardson 3 units
3:00 PM to 6:00 PM, Thursday

Prerequisite: HD/S282 Social and Political Contexts of Human Development and/or HD/S360 Racism and Human Development

HD/S305 WOMEN AND MENTAL HEALTH*

Sharon Fertitta and Lois Nevius 3 units
7:00 PM to 10:00 PM, Tuesday

HD/S360 RACISM AND HUMAN DEVELOPMENT*

Louise Derman-Sparks and Carol Phillips 3 units
4:30 PM to 9:30 PM, Tuesday

Also see *Intensive listings*.

COMMUNICATION:

Students are expected to develop competence in written and oral communication as a part of their programs at Pacific Oaks. This competence should include both analytical and creative written expression, speaking and listening skills, understanding of group processes and effective group membership. Students who have basic competence in these areas are encouraged to develop competence in photography, video-tape, film, art, computer, poetry, music and movement, and other forms of self-expression and interpersonal communication.

HD/S283 is a required class for all students entering Pacific Oaks in Fall 1983 or thereafter.

Courses marked with an asterisk (*) are eligible for CEU for nurses.

CLASS LISTINGS: course descriptions begin on page 36.**HD/S283 COMMUNICATION SKILLS WORKSHOP***

Jerry Ferguson 1 unit
9:00 AM to 3:00 PM, Saturday, January 25, February 8 and March 8

HD/P/S224-I MFCC PRACTICUM I: APPLIED PSYCHOTHERAPEUTIC TECHNIQUES*

Melva Newman 3 units
7:00 PM to 10:00 PM, Monday

HD/P/S224-II MFCC PRACTICUM II: APPLIED PSYCHOTHERAPEUTIC TECHNIQUES: DIVERSE SETTING*

Barbara Richardson and Antonia Darder 3 units
4:00 PM to 7:00 PM, Monday

HD/228 CHILDREN'S LITERATURE

Connie Kinsey and Marjorie Shore 3 units
4:00 PM to 7:00 PM, Wednesday

HD/S232 COMMUNICATION SKILLS AND INDIVIDUAL DYNAMICS*

Walter Hamilton
7:00 PM to 10:00 PM, Monday

HD/S236 ADVOCACY AND COMMUNITY ORGANIZING*

Marilyn Montenegro 3 units
4:00 PM to 7:00 PM, Wednesday
(Course equivalent to MFCC communications)

HD/S/W291 WRITING SKILLS/WRITING AND THINKING

Mae Pendleton Cowan 3 units
9:00 AM to 12:00 noon, Wednesday

HD/S/W298 ASSESSMENT OF EXPERIENCE

Connie Kinsey 3 units
7:00 PM to 10:00 PM, Monday

Prerequisite: Consent of the instructor

HD/P/S397 WORKING TO DEVELOP COMMUNITY WITH CHILDREN

Jacki Breger 3 units
9:00 AM to 12:00 noon, Friday

THIS CLASS WILL MEET ON FRIDAY, JANUARY 24, AND ONCE A MONTH AFTER THAT THROUGH THE END OF THE SEMESTER.

Also see *Intensive listings*.

RESEARCH:

Students are expected to learn how research can be conducted, to question and analyze the results of research, and to ask questions and find answers — that is, to conduct research of their own.

Courses marked with an asterisk (*) are eligible for CEU for nurses.

CLASS LISTINGS: course descriptions begin on page 36.**HD/S251 SHADOW STUDY**

Karen Fite/Faculty 2-6 units
Hours to be arranged.

HD/S/W260 TESTING, MEASUREMENT AND RESEARCH

Jerry Ferguson 3 units
7:00 PM to 10:00 PM, Wednesday
(MFCC students must register for 2 units of Testing and Measurement, and 1 unit of Research)
Enrollment limit: 25

Also see *Intensive listings*.

IMPLEMENTATION:

Students are expected to develop competence in direct work with either (or both) children and adults. This experience is expected to include direct work with people whose cultural background and life experience differ from the student's own.

Students at the Master's level are expected to engage in some form of fieldwork as a part of their M.A. program. M.A. students who have no direct work experience with children before coming to Pacific Oaks are encouraged to work directly with children while at Pacific Oaks. B.A. students are required to work directly with children as a part of their program at Pacific Oaks.

Either HD/S400 or HD/S401 is required for all students entering Pacific Oaks in Fall 1983 or thereafter.

Courses marked with an asterisk (*) are eligible for CEU for nurses.

CLASS LISTINGS: course descriptions begin on page 36.

HD/S400 WORKING WITH CHILDREN*

Mae Pendleton Cowan and Louise Derman-Sparks 4 units
4:30 PM to 8:30 PM, Wednesday

HD/S401 WORKING WITH ADULTS*

Judith Matson Meyer and Jerry Ferguson 4 units
12:30 PM to 4:30 PM, Wednesday

HD/S280 CLINICAL CHILD DEVELOPMENT SEMINAR AND PRACTICUM*

Nikola Trumbo 15 units
Practicum hours to be arranged.
Seminar: 1:00 PM to 4:00 PM, Friday
Consent of instructor necessary for registration.

HD/S410 DEVELOPMENTAL EDUCATION SEMINAR

Betty Jones 3 units
12:30 PM to 4:30 PM, Tuesday for 10 weeks beginning March 19.

This meets Implementation (HD/S400 Working with Children) requirement for 1-year Credential students.

Also see *Intensive listings*.

ADDITIONAL CLASSES:

HD292 INDEPENDENT STUDY

Faculty 1-3 units
Hours to be arranged

HD299 MASTER'S PROJECT

Faculty

CREDENTIAL CLASSES:

Beginning in Fall 1985, Pacific Oaks is offering a one-year, full-time graduate program leading to completion of the California Multiple Subjects Teaching Credential as well as Pacific Oaks' regular Credential Program. This program begins each fall with a maximum of 20 students. Applicants must hold a B.A. degree in any field, or qualify for admission to the MA/ABLE program and complete HD/S298 Assessment of Experience before the fall semester. The program includes classroom experience, seminars, and workshops. Please contact the Credential advisor for further information.

CLASS LISTINGS: course descriptions begin on page 36.

ED/S/W216 CBEST Workshops

Mae Pendleton Cowan

8:30 AM to 1:30 PM, Saturday, for 6 weeks. Check with Credential Analyst for exact dates of the CBEST Workshops in Fall and Spring.

ED/S232 INTRODUCTION TO PUBLIC SCHOOLS AND TO MAINSTREAMING

Mae Pendleton Cowan 3 units
(continued from Fall)

9:00 AM to 1:30 PM, Friday, beginning March 21st for 10 weeks.

ED/S238 EDUCATION IN A SOCIAL/POLITICAL CONTEXT

Louise Derman-Sparks 4 units
12:30 PM to 4:30 PM, Thursday, beginning March 20th for 10 weeks.

This meets HD/S282 Social and Political Contexts requirement for 1-year.

Credential students

ED/S/W246 ELEMENTARY CURRICULUM WORKSHOP

Susan Audap, Sharon Stine, and Betty Jones 3-4 units
2:30 PM to 9:30 PM, Wednesday, beginning March 19 for 10 weeks. Students are expected to attend 5 hours of this workshop. This is a two-semester class offered for a total of 8 units.

ED292 INDEPENDENT STUDY

Mae Pendleton Cowan 1-3 units
Hours to be arranged

Also see *Intensive listings*.

DIRECTED TEACHING:

ED/D252 KINDERGARTEN

ED/D253 PRIMARY

ED/D254 UPPER ELEMENTARY

Mae Pendleton Cowan 4-5 units
Hours to be arranged

Prerequisite: Admission to a Credential Program.

Student Teaching Fee: \$10 per unit in addition to tuition.

SPED/S239 THE CHILD WITH SPECIAL NEEDS

7:00 PM to 10:00 PM, Wednesday 3 units

CHILDREN'S PROGRAMS

Children's Programs at Pacific Oaks provide an opportunity for students to work intensely with children and to create meaningful educational activities and events. Participating in a professional team and developing an awareness of parents' roles in schools are integral to the practicum. The practicum offers hands-on teaching experience, the pragmatic meshing of theories into practice and a remarkable opportunity to experience a child's thinking and feeling.

Practica: Generally a practicum student receives one unit of credit for each three to four hours of participation per week. Units may be for graduate or undergraduate credit. Each practicum includes staff meetings and a seminar. Attendance at seminars is required; unit credit for seminars is optional. The maximum number of units a student may take the practicum/seminar for is six (6) units. Because practica are often student teaching experiences, the calendar for Children's Programs more closely follows the public school calendar for number of days students and children attend the yards.

Observation/Reflection: Students who want to gain knowledge about curriculum planning and observation of children at a specific age level may regularly observe a children's group and attend its seminar. Seminar times are listed under each Practicum.

Master's Students: Master's students are able to complete the college practicum requirements in a variety of ways in Children's Programs. Make arrangements with the Children's School faculty members for individualized practica.

Children's School faculty are currently exploring the following areas: multicultural curriculum, parent support groups, intergenerational programs, computers/curriculum and children, ecological awareness and energy conservation, adolescent participation, and retraining for public school teachers.

Spring Orientation: for all practicum students is Tuesday, January 21, 1986, 9:00 AM to 3:00 PM

PRACTICA LISTINGS: course descriptions begin on page 36.

HD/P/S402 DAY CARE*

David Rover 3-6 units
Hours by arrangement
Staff meeting: 5:00 PM to 8:00 PM, Monday
Consent of instructor necessary for registration.

HD/P/S403 INFANT/TODDLER/PARENT CENTER*

Renatta Cooper 2-6 units
Practicum: 9:00 AM to 1:00 PM, 2 or 4 days/week 2-4 units
includes daily staff meeting
Seminar: 3:00-6:00 PM, Monday
(1 additional unit by special arrangement with instructor)

HD/P/S406 SATURDAY INFANT/TODDLER PROGRAM*

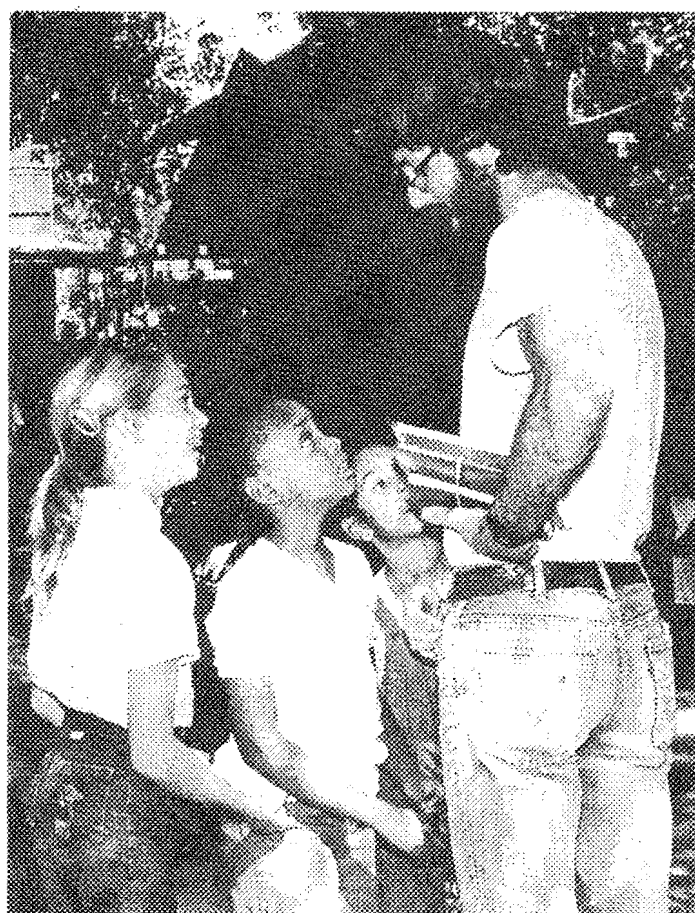
Renatta Cooper 3 units
9:00 AM to 1:00 PM
Seminar: 7:00 PM to 10:00 PM, Tuesday

HD/P/S404 2 YEAR YARD*

Maria Gutierrez 3-6 units
8:30 AM to 1:00 PM, 3-5 days/week 3-5 units
Seminar: 4:00 PM to 7:00 PM, Monday 1 unit
(1 additional unit by special arrangement with instructor)

HD/P/S405 PRESCHOOL: 3 TO 5 YEARS*

Mae Varon and Cory Gann 3-6 units
8:30 AM to 1:00 PM, 3-5 days/week 3-5 units
Seminar: 4:00 PM to 7:00 PM, Monday 1 unit
(1 additional unit by special arrangement with instructor)



Photograph by Carolyn Kozzi

HD/P/S407 KINDERGARTEN*

Molly Scudder 3-6 units
8:30 AM to 1:00 PM, 3-5 days/week 3-5 units
Seminar: 4:00 PM to 7:00 PM, Monday 1 unit
(1 additional unit by special arrangement with instructor)

HD/S408 OBSERVATION/REFLECTION*

Faculty 2 units
Hours to be arranged, students must attend seminar for yard they are observing.

HD/P/S409 OPEN CLASSROOM: PRIMARY*

Betty Childress and Kim Sakamoto 6 units
8:30 AM to 3:00 PM, 2 days/week plus 4 units
8:30 AM to 1:00 PM, or 11:30 AM to 3:00 PM, 2 days/week
Seminar: 3:30 PM to 6:00 PM, Monday and 2 units
2:00 PM to 4:00 PM, Wednesday

Prerequisite: Previous practicum or teaching experience

HD/P/S411 ADOLESCENTS*

Winnie Dorn 3 units
8:00 AM to 1:00 PM, 2-5 days/week
Seminar: 4:00 PM to 7:00 PM, Monday 1 unit (optional)

HD/P/S412 GRADUATE SPECIALIZED PRACTICUM*

Faculty 3-6 units
Hours to be arranged

SPRING 1986 WORKSHOP AND INTENSIVE CALENDAR

February 20-23	CAEYC Conference and class: Play as a Way of Learning
February 21, 22	Thesis as Transition
March 14, 15, and April 4, and 5	
May 2-4	Chemical Dependency and its Effect on the Family
May 24	Why, When and How to Say No
May 19-24	Ego Psychology, Object Relations and the Psychology of Self
	Peace Education
June 2-6	Child Sexual Abuse
June 9-13	Social Environments of Afro-Americans
	Administration of Child Care Facilities



Photograph by Michael Katzman

SPRING WORKSHOPS AND INTENSIVES:

Pacific Oaks Intensives are concentrated courses that offer professionals in education and other human services an opportunity to gain new knowledge, share ideas with others, and build support networks.

Intensives may be audited or taken for credit. Credit is applicable toward M.A. degrees and B.A. degrees at Pacific Oaks, as well as in-service requirements or transfer credit to other programs.

Intensives are offered during one- or two-week periods and on weekends during the school year. They are available in our outreach locations, as well as in Pasadena.

Intensives marked with an asterisk () are eligible for CEU for nurses.*

NOTE: *Life Cycle, Social/Political, Communication, Research and Implementation indicate areas of competence in which an Intensive is included. A course does not meet a specific course requirement (see approach classes in Introduction) unless it specifically states this class meets Life Cycle, Social and Political Contexts of Human Development, Communication Skills Workshop, Working With Adults, or Working With Children. This statement means the designated course takes the place of one of the required courses. Course descriptions begin on page 36.*

February 20-23, hours in conjunction with the CAEYC conference

PLAY AS A WAY OF LEARNING

Betty Jones

1 unit of HD292 Independent Study

Class meetings: February 20, 7:30 PM to 9:30 PM, and February 23, 10:00 AM to 11:30 AM

Implementation

Friday and Saturday, February 21 and 22, March 14 and 15, and April 4 and 5; 8:00 AM to 4:00 PM, Daily

HD/S295 THESIS AS TRANSITION*

Jerry Ferguson

3 units

Communication; Research

Friday, Saturday, and Sunday, May 2, 3, and 4

May 2, 8:00 to 10:00 PM; May 3, 8:30 AM to 4:30 PM, May 4, 1:00 to 5:00 PM

CHEMICAL DEPENDENCY AND ITS EFFECT ON THE FAMILY*

Marion Price, Patricia Sanora and Ronald Vaneventhoven

1 unit of HD292 Independent Study

Life Cycle; Social/Political

Saturday, May 24, 9:00 AM to 4:00 PM

WHY, WHEN AND HOW TO SAY NO — A WORKSHOP FOR WOMEN IN THE HUMAN SERVICES*

Karen Fite and Nikola Trumbo

1 unit of HD292 Independent Study

Social/Political; Communication; Implementation

MAY/JUNE INTENSIVES

May 19-24, 8:00 AM to 4:00 PM, Daily

HD/S234 EGO PSYCHOLOGY, OBJECT RELATIONS AND THE PSYCHOLOGY OF SELF*

Stan Smith

3 units

Life Cycle; Communication

May 19-24, 8:00 AM to 4:00 PM, Daily

HD/S373 PEACE EDUCATION

Louise Derman-Sparks and Betty Jones

3 units

Social/Political; Implementation

June 2-6, 8:00 AM to 4:00 PM, Daily

HD/S253 CHILD SEXUAL ABUSE*

Ruth Beaglehole

3 units

Life Cycle; Social/Political

June 9-13, 8:00 AM to 4:00 PM, Daily

HD/S361 SOCIAL ENVIRONMENTS OF AFRO-AMERICANS

Mae Pendleton Cowan

3 units

Social/Political

June 9-13, 8:00 AM to 3:00 PM, Daily

HD/S440 ADMINISTRATION OF CHILD CARE FACILITIES

Bernice Augenbraun and Marilyn Montenegro

3 units

Communication; Implementation

PACIFIC OAKS CONFERENCE COURSES:

An opportunity to focus your attention on a selected theme, and earn credit, while attending an early childhood professional conference.

IN NEW ORLEANS: NAEYC:

November 13-17, 1985

HD/S250 DEVELOPING ANTI-BIAS CURRICULUM: TEACHING OUR VALUES TO CHILDREN

Betty Jones

2 units

Wednesday: November 13, 7:30 PM to 9:30 PM — class meeting

Thursday: November 14, 9:00 AM to 5:30 PM —

Pacific Oaks Preconference Day: The Development of Anti-Bias Curriculum

Friday to Sunday: participate in your choice of conference events

Saturday: November 16, 7:30 PM to 9:30 PM — class meeting

IN ANAHEIM: CAEYC:

February 20-23, 1986

HD/S292 PLAY AS A WAY OF LEARNING

Betty Jones

1 unit by Independent Study

Thursday: February 20, 7:30 PM to 9:30 PM — class meeting

Friday to Sunday: participate in your choice of conference events

Sunday: February 23, 10:00 AM to 11:30 AM — class meeting

PACIFIC OAKS OUTREACH COURSES:

NOTE: Life Cycle, Social/Political, Communication, Research and Implementation indicate areas of competence in which intensive is included. A course does not meet a specific course requirement (see approach classes in introduction) unless it specifically states this class meets Life Cycle, Social and Political Contexts of Human Development, Communication Skills Workshop, Working With Adults, or Working With Children. This statement means the designated course takes the place of one of the required courses. Course descriptions begin on page 36.

IN SAN DIEGO:

These classes are held at 8493 Paseo del Ocaso, La Jolla

Fall 1985:

HD/S434 ETHICAL AND CULTURAL ISSUES IN TEACHING AND HUMAN SERVICES*

Betty Jones, Eligio White, Nancy Place 3 units
and Catherine Shelton

Saturdays, October 19 and January 11, Sundays, October 20 and January 12, 9:00 AM to 4:00 PM, and
Wednesdays, November 6, 20 and December 4, 5:30 PM to 9:30 PM

Social/Political: Communication

Spring 1986:

HD/S435 EARLY CHILDHOOD THEMES AND LIFE CYCLE ISSUES*

Elizabeth Prescott, Nancy Place 3 units
and Catherine Shelton

Saturdays, February 8 and May 31, Sundays, February 9 and June 1, 9:00 AM to 4:00 PM, and
Wednesdays, March 5, April 2, 23, and May 14, 6:00 PM to 9:30 PM

Life Cycle

IN SAN LUIS OBISPO:

For information regarding location of these classes, please call Judy Brummel or Sonya Lanzen-Castellanos, EOC Head-start, (805) 544-4355.

Fall 1985:

HD/S282 SOCIAL AND POLITICAL CONTEXTS OF HUMAN DEVELOPMENT*

Karen Flite, Nikola Trumbo 3-4 units
and Liz Regan-Szallocky

Saturdays, October 5 and January 18, Sundays, October 6 and January 19, 8:30 AM to 4:30 PM, and
Saturdays, October 26, November 9 and December 7, 9:00 AM to 2:00 PM

Social/Political approach class

Spring 1986:

HD/S410 DEVELOPMENTAL EDUCATION

Betty Jones and Maria Gutierrez 3 units

Saturdays, February 1, March 1, and April 5, and Sundays, February 2, March 2, and April 6, 9:00 AM to 4:00 PM

Implementation

IN THE BAY AREA:

These classes are held at 4144 Webster Street, Oakland. For directions, call Lani Shapiro, (415) 653-0622.

Fall 1985:

HD/S218 COGNITIVE DEVELOPMENT: PIAGET

Louise Derman-Sparks, Adele Hanson, 3 units
and Lani Shapiro

Saturday and Sunday, September 21 and 22, 9:00 AM to 4:00 PM
Saturdays, October 26, November 23, and December 14, 4:00 PM to 9:00 PM
Saturday and Sunday, January 11 and 12, 9:00 AM to 4:00 PM
Life Cycle

Spring 1986:

HD/S209A SOCIAL/EMOTIONAL DEVELOPMENT: MULTI-CULTURAL PERSPECTIVES ON THE EARLY YEARS*

Renatta Cooper, Ardella Dailey and Lani Shapiro 3 units

Saturdays and Sunday, February 8 and 9 AM to 4:00 PM
Saturdays, March 15, April 12, and May 10, 4:00 PM to 9:00 PM
Saturday and Sunday, May 31 and June 1, 9:00 AM to 4:00 PM
Life Cycle; Social/Political

IN OREGON:

These classes are held at Parent-Child Services, at Normandale School, 909 NE 52nd, Portland. For directions, call Maureen Moreland, (503) 284-6267.

Fall 1985:

HD/S209A SOCIAL/EMOTIONAL DEVELOPMENT: MULTI-CULTURAL PERSPECTIVES ON THE EARLY YEARS*

Renatta Cooper, Nancy Jambor 3 units
and Maureen Moreland

Saturdays, October 5 and January 4, 9:00 AM to 4:00 PM
Sundays, October 6 and January 5, 9:00 AM to 4:00 PM, and
Mondays, October 14, 28, November 11, 25, and December 9, 6:00 PM to 9:30 PM

Life Cycle; Social/Political

HD/S432 WORKSHOP FOR COLLEGE TEACHERS MAKING CHANGES

Betty Jones, coordinator 1-2 units
(optional)

Friday, September 20, 6:30 PM to 9:30 PM; Saturday, September 21, 9:00 AM to 5:00 PM; and Sunday, September 22, 9:00 AM to 3:00 PM

Implementation

Spring 1986:

HD/S218 COGNITIVE DEVELOPMENT: PIAGET

Louise Derman-Sparks, Nancy Jambor 3 units
and Maureen Moreland

Saturday and Sunday, March 8 and 9, 9:00 AM to 4:00 PM
Mondays, March 17, April 7 and 21, May 5 and 19, 6:00 PM to 9:30 PM
Saturday and Sunday, May 31 and June 1, 9:00 AM to 4:00 PM
Life Cycle

COURSE DESCRIPTIONS *(in numerical order)*

HUMAN DEVELOPMENT:

HD/S200 THE LIFE CYCLE

Each stage of life poses a task to be accomplished. These tasks appear as a challenge and bring the chance for growth, but also a fear of failure and discomforting disequilibrium. This class focuses on the entire cycle of life from infancy to death. The concept of development provides the underlying organizing theme for the ages and stages to be examined.

This class requires extensive reading and a project. This project qualifies for research credit.

HD/S209 MULTI-CULTURAL PERSPECTIVES ON DEVELOPMENTAL THEORY

Certain aspects of developmental theory are assumed to be cross-cultural. This often unstated component is the key to cross-cultural theoretical application. The purpose of this course is two-fold: 1) to examine developmental theory from a multi-cultural perspective, and 2) to study the works of theorists who base their studies and research on "other" cultural perspectives.

HD/S209A SOCIAL/EMOTIONAL DEVELOPMENT: MULTI-CULTURAL PERSPECTIVES ON THE EARLY YEARS

Traditional developmental theory assumes that life-stage tasks and social/emotional issues are universals in childhood experience. We will approach the theories from a multi-cultural perspective and examine their cross-cultural relevance, looking at the experiences of children in homes and schools and at contemporary research by theorists from varied backgrounds. Emphasis on observations of behavior, diversity of family and cultural experience, values for child rearing, and application of theory to practice.

HD/S212 CHILDREN UNDER STRESS

This course will involve students in some of the major issues that prevent children from experiencing life fully. Poverty, illness, the effects of a world often in turmoil all have bearing on the child's experience of life. We will also explore the ways in which children and their families cope and adjust with weakness and with strength. There will be considerable reading required and each student will be required to select a particular area of stress for field work throughout the semester.

HD/S217 ANTI-SEXIST, ANTI-RACIST CURRICULUM FOR PRESCHOOL

This course will focus on planning and implementing a non-sexist, non-racist curriculum. We will focus on day-to-day activities used in a nursery school program as well as creating special learning aids. The special work-related needs of each student will be included in the course. Explaining the values underlying this curriculum to parents through newsletters, parent meetings, etc., will also be discussed.

HD/S218 PIAGET

An investigation of the implications of Piagetian developmental theory for early childhood education. Objectives of the course are to enable students to understand basic Piagetian theory and be able to implement educational approaches derived from it. The class will investigate the implications of Piaget's theory in such issues as the role of the teacher, the organization of the environment, nature of the curriculum, and the relationships of development and learning. Students will be required to explore Piagetian approaches in a classroom setting and evaluate their experience with the class.

HD/S221-I THEORIES OF MARRIAGE, FAMILY & CHILD COUNSELING

This course will focus on theories and application of marriage, family and child counseling. A review of communication theories, systems theories, law and professional ethics, and traditional approaches toward psychotherapy will be included. This course is designed to meet partial requirements for the California State MFCC License.

HD/P/S224-I MFCC PRACTICUM I: APPLIED PSYCHOTHERAPEUTIC TECHNIQUES

Supervision of counseling and discussion of psychotherapeutic techniques, assessment, diagnosis, prognosis, and treatment of pre-marital, marital, family and child relationship dysfunctions. Students are responsible for finding field work settings, with advice from Barbara Richardson, MFCC program director.

HD/P/S224-II MFCC PRACTICUM II: APPLIED PSYCHOTHERAPEUTIC TECHNIQUES: DIVERSE SETTING

Supervision of counseling and discussion of psychotherapeutic techniques, assessment, diagnosis, prognosis, and treatment of pre-marital, marital, family and child relationship dysfunctions. Students are responsible for finding field work settings which will enable them to gain experience working with populations which are racially, culturally, and/or socio-economically diverse from the student's own background. Designed to build upon students' ability to analyze, critique, and understand a variety of socio-cultural milieus, psychotherapeutic treatment modalities, human problems and needs, and public and private human service policies and programs.

HD/S227 CROSS RACIAL/ETHNIC COUNSELING AND COMMUNICATION ISSUES

This seminar will focus on the practical and clinical utility of understanding the socio-cultural position of the "other", the dynamics of cross-race and cross-social class treatment relationships, and the influence of cultural, social, personal, and professional values. Students will have an opportunity to consider the communication, coping, and helping styles of their own families and cultural groups, to explore the potential "clinical fit" of their cultural styles with the styles and norms of various "client" groups; and, to critique the potential value and limitations of human service professional functioning as a cultural outsider. The goal of the course will be to lead students to seek to become culturally competent human services professionals.

HD/S228 CHILDREN'S LITERATURE

Required for this course is a willingness to be both adult and child as we explore the impact of books upon young minds, and ways to create positive and memorable experiences for the children in our future. By group exposure to a wide variety of children's books, we will discover social attitudes reflected in the literature and build historical perspective. By individual reading and evaluation we will formulate criteria for selecting books of literary and artistic quality as well as social awareness. We will explore when and how to use books to meet specific needs, and how to create a reading environment with a magic connection between child and book.

HD/S232 COMMUNICATION SKILLS AND INDIVIDUAL DYNAMICS

In spite of the fact that we spend a great deal of our time with others, rarely do we have an opportunity to see ourselves clearly as we transact with others. The capacity to see ourselves clearly in social transactions is the nucleus of our

empathy and the basis of the helping process. Hence, knowledge of ourselves is, indeed, very valuable, in that it leads into the worlds of other people. The focus of the present class is largely experiential, with a central objective being the improvement of our communication skills and the use of ourselves in positive ways in transactions. The student will have the opportunity to learn about herself by sharing her thoughts, ideas, and feelings with other group members. A variety of techniques will be used to assist us in our learning and growing. Among these will be active listening, re-framing, role-playing, and sociodrama. Context building for mutual understanding will be an ongoing component of the course.

HD/S234 EGO PSYCHOLOGY AND OBJECT RELATIONS

This is a course in development theory designed to examine the history of psychoanalysis through three of its major streams of tradition, or "exemplary models." The course examines the nature of psychoanalysis as both a theoretical and therapeutic paradigm by studying the theory-building process itself, rather than simply the theories that emerge. The course focuses upon *Ichpsychologie*, "Ego Psychology," as the prevalent form of the analytic paradigm at work today, upon the theorists who build that psychology, and upon their similarities and differences. Major attention will be paid to the contributions of Heinz Hartmann, Anna Freud, Ernst Kris, Rudolf Lowenstein, Karen Horney, Melanie Klein, D.W. Winnicott, W.R.D. Fairbairn, Margaret Mahler, Heinz Kohut, and Joseph Sandler, as well as Erik Erikson, Robert Coles and Sigmund Freud.

Students will be required to familiarize themselves with one tradition of analysis, to study the history of its theories, and to write a paper on one thinker in that tradition who has been most influential in the life history of the paradigm itself. In this way students learn how theory-building leads to influence and influence to the creation, transformation, and death of paradigmatic structures.

HD/S235 SOCIO/CULTURAL ENVIRONMENTS*

This course is designed to present a conceptual framework for review and incorporation of socio-cultural factors into clinical and communications theories and practices. Specific cultural content (with emphasis on family history, structures, dynamics, values, mores, adaptive strengths, and coping styles) and socio-political constraints on human development (with emphasis on racism and normative value psychology) will be examined. The importance of racial/ethnic identity is highlighted as the core of one's self-identity, the framework which has shaped personality, and the basis for understanding diagnostic assessment, treatment goals and the realizations of successful interrelations. The objective of the course is to develop knowledge of and an openness and sensitivity to the cultural differences.

HD/S236 ADVOCACY AND COMMUNITY ORGANIZING

This course explores the potential uses of community organization (C.O.) as a tool for social change and examines contemporary community based organizations and social movements in terms of C.O. techniques. Attention is given to basic elements of C.O. including use of the media, structuring meetings, negotiating for change, and building coalitions. Special consideration is given to the problem of rebuilding organization when C.O. tactics fail.

HD/S237 HUMAN SEXUALITY AND SEXISM

This class focuses on the personal and professional aspects of human sexuality. Using discussion, films, role-play, and a variety of other methods, we will explore issues related to human sexuality, as well as developing a framework for what

is "normal," a working vocabulary of appropriate language, and a framework that will allow people to feel more at ease discussing sex. Because sexuality is an integral part of the whole person, we will examine: anatomy, physiology, sex-roles, erotic response, myths, sexual variation, sex therapy, communication, sexuality and life-cycles, the quality of literature which is currently available, and how to choose and use a "good book" on the subject. Attendance is required.

HD/S238 PSYCHOPATHOLOGY OF CHILDHOOD

This course will explore normal and abnormal processes of child development; combining intrapsychic, interpersonal and developmental issues. Topics include: infant disorders, childhood neuroses and phobias, childhood psychoses, child abuse, and hospitalization. Each category will be examined in view of what is a normal/abnormal range of behavior with particular attention paid towards the various approaches of diagnosis, etiology and treatment.

This class is particularly relevant to students in both the MFCC and Clinical Child Development specializations.

HD/S239 THE PSYCHODYNAMICS OF THE FAMILY

This course focuses on the interactional system of the family and its impact on the development of the child. The emergence of the family system and stereotypic interactional patterns is examined as part of the adaptive mode of the family. The role of symptom formation in individuals within the family is considered along with specific techniques for family therapy. Role playing is employed to dramatize family interaction and treatment techniques.

HD/S240 MODELS AND METHODS OF PARENT INVOLVEMENT

An exploration of the "why and how" of parent education and parent involvement in educational settings ranging from expectant mothers (including adolescent!) onward. Topics will include a variety of programs and methods for implementing parent work, how to develop strategies for parent work in different communities and institutional settings (e.g., child care, public elementary school, etc.), utilizing community services for family needs and the role of professional Parent/Community workers. Format will include field observation and practicum, dialogue with practitioners involved in different aspects of parent work, discussion and lectures based on issues emerging from field experiences and instructor's overview of Parent/Community involvement, readings.

HD/S246 PLAY IN CHILDHOOD

We will approach play as a human adaptive function with a distinct developmental course, beginning in infancy and varying in content and mode from culture to culture. Although our focus will be on the early years, we will address the implications of play as it contributes to the lives of individuals throughout the life-span.

The class will combine readings and observations. Students will be required to fulfill assignments and to carry out a term project reflecting their interests and the general intent of the course.

HD/S247 ADOLESCENCE

Development during adolescence will be viewed as a physical, psychological and socio-cultural process. Adolescence does not exist independently of the historical and cultural context. Among the sociocultural aspects of adolescence, the course will focus on historical and cross-cultural perspectives. Coursework will include readings from the literature on adolescence, discussion of current manifestations of youth

cultures, and discussion of biographical material from the students' own adolescence. The psychopathology of adolescence will be reviewed depending on the interests of the students.

HD/S249 PREVENTIVE INTERVENTION FOR INFANTS AND THE VERY YOUNG*

For professionals who desire to deepen their understanding of the changes, emotional needs and vulnerabilities in infancy and early childhood. Discussions will focus on the crucial time when basic patterns of coping, living and learning are set; changing phases and cycles; normal and excessive anxieties and vulnerabilities; adaptive and maladaptive patterns; what can be corrected; when is an infant at psychological risk; therapeutic and untherapeutic environments; the vicious circle of the disturbed child and the perplexed parent; early signs of infantile autism; what elements of the known therapeutic approaches are applicable with infants and the art and science of an infant/child counselor.

HD/S250 DEVELOPING ANTI-BIAS CURRICULUM

This course will give participants tools for implementing an anti-bias curriculum with young children. The focus will be on self-concept, attitudes towards others in areas of gender, race/ethnicity, and disabilities. Developmental issues, emergent and pre-planned curriculum, and goals of anti-bias education in a political/social context will be addressed.

HD/S250 SHADOW STUDY

For any student interested in a field experience (either with a person or group) and desiring to learn beginning application of participant-observer research tools to record such an experience. Also for students interested in administration and supervision, community organization, analysis of group or school settings.

HD/S253 CHILD SEXUAL ABUSE

This course will focus on the primary prevention of child sexual abuse of the preschool and elementary school age child. Four main areas will be covered: 1) susceptibility and severity, 2) myths and realities, 3) prevention strategies applicable to each age group, and 4) coping with detecting child sexual abuse. The course will be on prevention with the goal toward implementation appropriate for the participants' particular work situation.

HD/S254 AUTHENTIC INFANT — COMPETENT CHILD

This course is designed for

- Individuals who are or want to become professionals in infant care education;
- Parents or future parents who want to facilitate the mutual adaptation of their own infants to themselves;
- Individuals who work or want to work with older children (nursery school, grade school) and who want to understand the origins of behavior and learning.

Course content will consist of analyses of diverse approaches to infant-rearing with special emphasis on the Pikler methods. Topics will include: sensory-motor development; manipulation, human relationships and problem-solving; infants', parents' and carers' needs; what is an educator; how, what and when do infants learn, how, what and when to teach; effects of environments ranging from neglectful to over-stimulating. Instruction will include lectures and discussion. Students will observe environments where infants are reared, discussions and evaluations will follow. Films (including the unique Loczy



Photograph by Heather McFarlane

movies) and other audio-visual materials which are available only through Mrs. Garber will be shown.

HD/S255 ECOLOGY OF CHILDHOOD

For teachers, future teachers and counseling students who want to explore "family life" as the source of those basic belief systems through which we experience children, and out of which adult/child relationships are formed. The course deals with the psychoanalytic tradition of human development, and through that tradition explores the environments of adult/child relationships, in an effort to develop a working social psychology of childhood and the family. The course introduces students to the history of psychoanalytic tradition and charts that history through readings in Robert Coles, Anna Freud, Françoise Dolto, Jacques Lacan, Frieda Fromm-Reichmann and Erik Erikson. A paper is required.

HD/S256 ENVIRONMENTAL MANIPULATION AND REFERRAL UTILIZATION

The people we serve are often caught in life situations which demand immediate attention to alleviate suffering and to allow psychological counseling to be meaningful. This course focuses on techniques for manipulating environments to meet those needs. Particular attention is given to locating and using a large variety of referral resources, and to facilitating communication processes for clients with these resources to ensure provision of critical services.

HD/S/W257 INTEGRATING MIND AND BODY

This class has emerged from our interest in recent research on the expansion of the human potential, and new learning in the areas of holistic health, altered states of consciousness and mind/body/feeling relationships. Personal growth must start with the self; topics to be discussed will include: meditation, nutrition, self-healing, body awareness, expression of feelings, health, communication, balance, and how these interface and interrelate. Goals are to achieve more high-level functioning, more active participation in the shaping of our futures, and more conscious conceptualization of our social institutions — to bring care/ful/ness to mind and body, and mind/ful/ness to living.

HD/S/W260 TESTING, MEASUREMENT AND RESEARCH

A humanistic perspective on three areas within educational assessment, each with an emphasis on early childhood education:

- basic principles of testing, including a critical examination of standardized testing from a consumer's viewpoint;
- informal methods of assessing children's progress in the classroom;
- an introduction to the basics of evaluation research.

Students will be expected to apply ideas discussed in the course of an assessment problem of their own choosing for a class project.

HD/S263 ERIK ERIKSON, ROBERT COLES AND THE SOCIAL PSYCHOLOGY OF CHILDHOOD

This class deals with the uniqueness of Robert Coles's place within the psychoanalytic tradition and "speech community." Under the influence of Erik Erikson, Coles has developed single-handedly the most voluminous literature addressing the paradigm of interpretation or "translation" upon which psychoanalysis is based, and finally, the community identity that can be known only through the speech, thinking, and drawing mechanisms of the children with Coles has worked. Again, following Erikson's lead, Coles has listened for the transformations of culture (mind) most extensively into the countries of anthropology and journalism. This course examines his texts in that tradition of Studs Terkel, Theodore Rosengarten, and Claude Levi-Strauss. By examining Coles in both the psychoanalytic and anthropological reporting traditions we confront this work with that of Noam Chomsky and begin the work of constructing a "social psychology of childhood."

HD/S266 ORDER AND DISORDER IN FAMILIES AND CHILDREN

Designed as an introduction to the way in which families structure the rules for their existence, both for order and disorder, this course explores the way in which such structures are both products of and producers of family-rule histories beginning in the families as a system of "community identity" and family therapy as a treatment of choice for such identity dysfunctions. Order and disorder will provide the student with a new theory of identity and will relate that theory to other more classical theories of development, especially that of Erikson. The textbook will be *Families of the Slums* by Salvador Minuchin. There will be required reading in basic family therapy systems material, especially the work of Murray Bowen, Salvador Minuchin and Maurizio Andolfi. A paper will be required. The course combines theory with a role playing practicum.

HD/S267 PSYCHOPATHOLOGY

This course will explore abnormal processes of human development, combining intrapsychic, interpersonal and developmental problems. Topics include: infant disorders, childhood neurosis, psychosis, child abuse and hospitalization; and emotional distress in adolescence and adulthood; psychotic and affective distresses, anxiety, somatoform disorders, personality disorders, and the DSM-III. For each category of distress, various approaches towards diagnosis, etiology and treatment will be explored.

HD/S268 PERSONALITY THEORIES AND CLINICAL INTERVENTION

This course is designed to explore various personality theories and study their logical conclusions in psychotherapy. Therefore, each theory will be followed by clinical case discussions, usually chosen from that theorist's writings. In

cases where testing material or research techniques were developed from the theory, study of these materials will replace clinical material. Active student participation and preparation is essential.

HD/S270 ETHNICITY AND AGING

This course will examine aging among ethnic minority groups in the U.S. — Blacks, Mexican-Americans, native-Americans, and various Asian populations. Ethnic variation in the changing lifestyles of the elderly are compared, emphasizing family relationships, health status, income and employment, housing, transportation, and customs. Historical and cultural values, attitudes and mores affecting aging will be discussed. The class will review pertinent literature and research findings to gain familiarity with present ethnic differences.

HD/S276 ANNA FREUD

Few people have influenced the study of early childhood development and its consequences for adult life more than Sigmund Freud's daughter. With Dorothy Burlingham and Peter Blos she created child psychoanalysis and shaped the future careers of Erik Erikson and Robert Coles, as well as many other clinical students of childhood. Until her recent death she served as the last link between "classical" and "contemporary" psychoanalytic theories, edited *The Psychoanalytic Study of the Child*, and continued her astute studies of children's lives and the lives of their families. Without Anna Freud's work, early childhood education would still be sophisticated babysitting and day care. She gave the field its impetus toward professionalism and the creation of a genuine body of knowledge based upon observation, experience and participation — not just theory. This course systematically examines her work in light of personality theory as subsequently developed by Margaret Mahler, Selma Fraiberg, and Melina Horner, on the one hand, and ego psychology as developed by Ernst Kris, Heinz Hartmann, and Rudolf Lowenthal on the other. The course analyzes the nature of early childhood theory. Through an examination of Freud's work the course examines infant psychiatry, recent development in "earliest years" theory, and the foundations upon which early years research is based.

HD/S/W281 CHILDREN, PAINTING, AND CLAY

Direct art experience with the Artist-in-Residence and children at Pacific Oaks. Classes are held in the art studio at Children's School, the artist's studio, and selected off-campus sites. Various art media will be explored, and independent work will be required.

Consent of instructor necessary for registration.

HD/S282 SOCIAL AND POLITICAL CONTEXTS OF HUMAN DEVELOPMENT

Section A:

This course asks students to define their personal ethics within the context of contemporary society and to work to develop greater awareness of and sensitivity to the types of ethical dilemmas which confront everyone in this society. This course will deal with the dynamics of oppression in this society — including racism, classism, and sexism — with normative value theory and the ways in which values are part of a socio-cultural fabric. Students will be expected to relate the issues raised both to their own personal experience and to their work in the human services.

Section B:

This course explores socialization as a function of the interaction between the individual and the multi-leveled social con-

texts in which human growth occurs. Students will be challenged to examine the specific influences on their own growth — of their gender, class and racial/ethnic backgrounds and to become aware of how their ways of perceiving and interpreting human behavior are related to their socio-cultural contexts. Conversely, students will also be expected to develop tools for identifying and becoming familiar with the socio-cultural contexts of others and for interpreting other people's behavior within their own contexts. Other topics will include the impact of oppression on human development and the historic contexts within which specific theories of development were created. A variety of methods, including fieldwork and other experiential activities will be integrated with reading, writing, and discussion, to insure that students' personal experiences are an integral aspect of the curriculum.

HD/S283 COMMUNICATION SKILLS WORKSHOP

This seminar serves an advisory function, helping students to identify and demonstrate the communication skills they already have, and to plan ways of increasing their skills. Skill areas to be examined include writing, speaking, listening, observing, discussion leadership, and using media. Students will share responsibility for self- and peer-assessment.

HD/S287 THE DSM-III: DISORDERS, PATHOLOGIES, AND LIFE THEME DISTURBANCES

This class examines the differences between disorders, pathologies, and life theme disturbances through a developmental reading of the DSM-III and the DSM-III Casebook. Students analyze the historical development of pathology, clinical psychotherapy, and their relationship to human development theory itself; they will also analyze the specific cataloging of "mental illnesses," psychosocial disorders, and life theme disturbances into a Diagnostic and Statistical Manual.

Students will be required to demonstrate competency in application of theory to practice through class participation, reading assignments, written assessments based on the DSM-III, and a final written project differentiating disorders, pathologies, life theme disturbances, and the therapy appropriate to each.

The course will explore a physical and developmental philosophy of therapy as an alternative to the pathological bias that now exists in the field. Students will become thoroughly familiar with both orientations through this study of the DSM-III and the DSM-III Casebook. Classes may be video-taped.

HD/S289 THEORIES OF CHILD DEVELOPMENT IN PRACTICE

This course will involve the application of a number of developmental theories to actual work with young children. The point of departure is that a theoretical perspective can function as a model for organizing data and planning programs.

The theories will be discussed first for comprehension, then put to use in the field, and finally, examined critically to discern cultural or sexual bias, limitations of application, and other aspects of versatility and value. The reading list will include: Anna Freud, Bowlby, Mahler, Kagan, Piaget, Erikson, Haile, several texts on cultural perspectives, and others. A bibliography will be available well in advance. Students must have access to settings for observation of and interaction with children.

This course is designed for Clinical Child Development students, MFCC students wishing to work with children, and others wishing to gain an in-depth understanding of child development theory.

This course is required for 2 semesters for Clinical Child Development students; other students may take the class for both semesters, or Fall semester only. No students will be allowed to enter the class in the Spring semester without having taken the Fall semester.

HD/S290 NEVER THOUGHT IT WOULD BE LIKE THIS — ADULTHOOD

Some of the issues in adulthood — living alone or with someone, how to choose/decide who that someone is, career/work decisions, parenting through the different ages and stages of children, spiritual identification, leisure time, emotional and physical health, what is intimacy about, preparation for dying — will be addressed. Alice Walker, *In Search of Our Mothers' Gardens*, describes "Traditionally Capable" as in "Mama, I'm walking to Canada and I'm taking you and a bunch of other slaves with me." Reply: "It wouldn't be the first time." Well, I welcome you to join me on this occasional trip and come with Alice Walker in search of candor.

HD/S291 WRITING SKILLS/WRITING AND THINKING

This course is a directed writing course which utilizes a holistic approach to the communication process, integrating non-verbal language, logical thinking, active listening, and effective oral and written expression. This course will emphasize English mechanics, vocabulary development, paragraph development, essay structure and analysis, writing style, forms of discourse, and research methods and procedure.

HD292 INDEPENDENT STUDY

Independent study requires that a student design a project and find a faculty advisor. Registration may take place until Friday, December 6, for Fall semester, and Friday, May 9, for Spring semester. An Independent Study contract must be presented at the time of registration. The contract may be from 1 to 6 months.

HD292 INDEPENDENT STUDY WORKSHOPS

CHEMICAL DEPENDENCY AND ITS EFFECT ON THE FAMILY

This workshop is designed to provide an overview of alcohol/drug abuse and its related disorders within the family unit. Therapeutic issues associated with chemical dependency as it relates to physical, emotional and sexual abuse will be examined, along with various techniques for intervention. Dependency and co-dependency, essential requirements necessary for recovery, and the function of a strong aftercare program will all be explored. In conjunction with the presentation of lectures and films, the students will have an opportunity to participate in role-playing demonstrations and will also be encouraged to explore therapeutic issues utilizing the group process.

PLAY AS A WAY OF LEARNING

Adults, like children, learn through play. Exploration and analysis of a conference as a learning environment. The implications of play for both child and adult learning.

WHY, WHEN AND HOW TO SAY NO — A WORKSHOP FOR WOMEN IN THE HUMAN SERVICES

This workshop will explore the consequences, to you and to others, of trying to be all things to all people. We will look at the reasons women are particularly prone to overcommitment, why it is hard for us to say no, and the ways in which human services organizations and jobs compound the problem. We

will then work to develop ways of deciding which tasks and which people to say no to. We will also develop strategies for saying no without losing all our friends.

HD/S/W298 ASSESSMENT OF EXPERIENCE

This class is designed for mature students with professional experience in a human-development-related field who seek to waive undergraduate requirements and apply for special admission to either the Pacific Oaks B.A. or M.A. program. (For further information regarding criteria, contact the Admissions Office.) The Life Experience Program seminar will provide an opportunity for mutual advising and evaluation in working out the documentation of experience and the plan for a program at Pacific Oaks.

HD299 MASTER'S PROJECT

The Master's Project requires that a student design a project and organize a faculty advisory committee. Registration may take place until Friday, December 6, for Fall semester, and Friday, May 9, for Spring semester. An approved advancement to candidacy form must be presented at the time of registration.

HD/S305 WOMEN AND MENTAL HEALTH

Women and Mental Health introduces the student to a body of literature related to the history, anthropology, sociology, and psychology of mental illness among women. The course will explore the question of the relationship of the occurrence of mental illness among women to gender oppression, sex role socialization and stereotypes. Included are the implications for women of theories of mental illness and health, traditional and alternative therapies, treatment in institutions, personal accounts of mental illness, therapist/client relationships, and mental health consumerism. This is primarily a discussion course which will utilize a variety of resources including speakers, films, demonstrations, and small group experiences. This class has a heavy emphasis on small group and experiential work.



Photograph by Mack Gordon

HD/S306 WOMEN AND AGING

Developmental theory is largely based on men's developmental steps. According to this theory women pass through different culturally prescribed behavior sequences causing them to choose negative rather than the "positive masculine" aspects of stage theory. For those moving into a time of integration and life evaluation, this course seeks to aid in self-knowledge and an opportunity to re-trace the paths not taken and to judge oneself by positive standards.

HD/S/W307 SELF DEFENCE FOR WOMEN

This is a course in basic self defense skills, emphasizing the five vulnerable areas of an attacker. Participants will learn basic assertive skills, rape avoidance tactics, and survival processes for use in the streets, at home, and on the job. Emphasis will be placed upon how to protect oneself against violence and victimization with basic striking skills and knowledge of when, where and how to use them. Body movement activities, role playing and films will be utilized.

HD/S308 WOMEN IN ADMINISTRATION

This course is designed to help women pursue a career in administrative education and to explore the political and social forces that affect decision making, understand the importance of style and image, develop networking techniques, learn effective communicating skills and examine sexual harassment. Students will develop class projects, conduct interviews, examine and compare research findings, and participate in mini-seminars, as well as evaluate various class guest speakers.

HD/S321 ISSUES OF AGING IN AMERICA

The major concerns of the aging are considered to be financial, diminishment of vigor, and loneliness. Research has shown that the aged consider loss of effectiveness or the ability to influence their own environment to be the most pressing. Readings, field work, and discussions will explore both the problems and their amelioration. Life cycle required or a knowledge of stage theory.

HD/F/S340 LEADERSHIP IN EDUCATION

An experiential workshop for teachers of adults in colleges, adult education and parent programs, for administrators and supervisors in human services programs, and for people interested in leadership positions in education and human services. We will emphasize communication skills and group processes, organizing strategies, and issues of advocacy, understanding of socio-cultural systems, and adult learning motivation and style. Participants will be asked to be active resources for each other's learning. We make the assumption that practice precedes theory, and that theory is useful in identifying patterns that one observes in day-to-day experience. We also assume that the quality of relationships built in a group affects the quality of learning and work by its members.

We will learn by doing; the workshop itself is designed as a laboratory in teaching, learning, organization, and group process.

HD/S359 SOUTH AFRICA: AN HISTORICAL PERSPECTIVE

No one who has watched the historical events in South Africa will fail to be excited and concerned about the political and ideological conflict that has cost the lives of Africans. The question of Human Rights and Social Justice is at stake. This course on the historical perspectives will give us some new perspectives on the South African conflict.

HD/S360 RACISM AND HUMAN DEVELOPMENT

"Not everything that is faced can be changed, but nothing can be changed until it is faced."

(James Baldwin)

This class presents a psycho-social approach to developing the anti-racist consciousness and behavior necessary to work constructively with children and adults in a racially and culturally diverse society. In a supportive environment, taught by an inter-racial faculty team, students will explore:

- 1) concepts of ethnocentrism, victim-blaming, cultural pluralism, and the dynamics of interpersonal and institutional racism;
- 2) the impact of racism on educational and other human services programs and the role of social science in creating and perpetuating myths about human development;
- 3) the impact of racism on personal attitudes and practices;
- 4) new research and approaches to working with culturally diverse communities; and
- 5) development of skills for implementing non-racist human service work and promoting social change. Issues of sexism and classism will be considered in relation to racism.

Format of the class will include lecture, discussion, reading, journal-writing, role-playing, and social-change field projects.

HD/S361 SOCIAL ENVIRONMENTS OF AFRO-AMERICANS

This course is designed to guide the student through a study of contemporary American society and its effects on the African-American community from the perspective of basic sociological concepts and theories. A strong cross-cultural focus will complement the study of forces that shape individual and social behavior. Increased awareness of how sociology relates to current issues will assist the student in applying sociological theories, concepts, and methodology to everyday problems and activities.

HD/S369 TEACHING CHILDREN PEACE THROUGH STORIES

We will explore peace literature for children, and experience selected stories through the eyes of our child within. We will develop skills for using stories to teach peace. Participants will cooperate in compiling a bibliography of stories that will present options for dealing with conflict in a creative and non-violent way.

HD/S372 MUSIC, POLITICS AND CHILDREN

This workshop will offer an introduction to several struggles, including the Civil Rights, the Labor and Union, and the Suffrage and Women's Rights Movements, and how these struggles can be shared with children through music. We will look at some of the songs of these movements: songs created for a particular purpose or demonstration, and songs borrowed from other struggles and traditions. We will look at the power and influence of the songs, and we'll try to imagine such movements without their songs.

The second part of this workshop will emphasize Black Women in Song and Struggle: Sweet Honey in the Rock. In this three hour workshop we will have an extraordinary opportunity for dialogue with these women who have masterfully integrated music and activism in their lives and work. The workshop will be signed for the hearing impaired.

Part three will be a summing up time, and presentation of projects by class participants. Project requirements will vary depending upon the number of units.

HD/S373 PEACE EDUCATION

This intensive will explore goals, rationale, and curriculum ideas related to helping children deal with their fears about nuclear war and how to develop alternative approaches to conflict resolution. The teacher's role as peace advocate will also be addressed.

HD/S374 TRAINING STAFF FOR ANTI-BIAS CURRICULUM

This class will look at techniques and strategies that promote change in adults in the areas of racism, sexism, and discrimination toward the handicapped. Self-examination of feelings, attitudes, values and practices that effect school curriculum will be discussed, as well as group examination of new content and processes that impact children to become bias free. There will be a brief historical and societal overview of institutional oppression. We will also look at content of parent meetings to parallel anti-bias curriculum implementation.

HD/S376 AWARENESS THROUGH CHILDREN'S LITERATURE

Through reading and evaluating children's books, we will discover an historical perspective against which we can explore the reflection of social issues as well as the development of content and illustration. We will look at the impact of the values and biases portrayed in some books, while recognizing those which are timeless and universal in appeal. Out of this we will develop criteria for selecting and using books with children. Required for this course is a willingness to be both adult and child — to experience once more the pleasure of a good story told and illustrated with sensitivity and an awareness of audience.

HD/S/W376 MUSIC FOR YOUNG CHILDREN

Contrary to popular belief, music can be fun and easy to learn. No experience is necessary, and no talent is required. All that is needed is a basic desire to learn simple music techniques and a willingness to share this information with children. Learn lots of songs, movement and rhythm games, how to play the autoharp, etc. Introduction to the Orff-Schulwerk approach to music education.

HD/P/S397 WORKING TO DEVELOP COMMUNITY WITH CHILDREN

This is an opportunity for participants to try out their new group skills in their own work situations. Students will bring in examples and experiences they've tried and the class will talk about what worked and why, what didn't work and why not, and how to do it next time. The semester-long format is designed to support practice and mastery of leading group times with children.

HD/S398 ADOLESCENT PREGNANCY AND PARENTING

This course will look at the psychological, social, political and economic realities of adolescent pregnancy — "the problem that won't go away." We will look at teen parents; their preparation for parenthood and their expectations, what is the societal response to them and their expectations. The developmental needs of the adolescent, and the infant, will be examined in this course.

The hope of the instructors will be for individuals to develop realistic strategies for working with this growing population.

HD/S400 WORKING WITH CHILDREN

Explores the uses of interpersonal power in settings where adults and children encounter each other. These include: (1) children's use of power toward adults and toward each other, (2) adults' use of power on, for and with children, and (3)

adults' use of power on, for and with each other, as they participate in staff roles in settings serving children. We will examine the implications of these interpersonal dynamics for the development of effective strategies for teaching, counseling, parenting, and social and educational change. We will also look at children's developmental needs and the varied philosophical and methodological approaches which characterize different settings.

All students will read, participate in seminar activities, and observe and/or participate in adult/child settings. Subgroups will focus on teaching in public schools, teaching in other settings, counseling, etc. Credential students earning credit for Introduction to Public Schools will spend 1/2 day per week observing and participating in public schools. Other students may develop individual plans reflecting their personal and professional goals.

HD/S401 WORKING WITH ADULTS

This course is designed to explore the Pacific Oaks model of working with adults. This model values humanistic relationships, respect for the uniqueness of the individual, consciousness of social and political contexts in a multi-cultural society, and strategies for facilitating empowerment, advocacy and responsibility.

The Pacific Oaks philosophy as it interacts with the "real world" will be examined.

HD/S410 DEVELOPMENTAL EDUCATION SEMINAR

This course examines (1) the traditions which underlie a developmental, experiential, open-structured approach to education; (2) one's own values and the values reflected in school programs and practices; (3) the uses of personal power in settings where teachers and learners encounter each other; and (4) personal and political strategies for educational change.

HD/S/W415 EMERGENT CURRICULUM: AN INTERACTIVE PROCESS

Building curriculum on teachers' and children's interests and needs as well as school and community expectations. Taking motivation and individual differences seriously, in both learners and teachers. Teachers as decision-makers in their classrooms; making teaching a creative and satisfying job.

HD/S418 TRANSFERENCE AND COUNTERTRANSFERENCE

Definition of transference and countertransference, review of literature, particular emphasis on how to recognize and utilize transference and countertransference reactions in clinical and non-clinical situations. The course will stress an experientially oriented application of concepts and will aim at broadening the participants' awareness of their own reactions in interpersonal situations.

HD/S423 DEATH AND DYING

This class will examine the psychological, sociological, physical, and spiritual aspects of the life/death continuum. Class will deal with the existential issues of the death process and the interaction between the dying person and significant others during this last phase of life. The class will also explore attitudes towards our own death and the death of others both individually and collectively. There will also be an exploration of the present theories on death and dying. As a class we will attempt to bring our consciousness into an experiential mode which will allow us to explore death as a mirror of life.

HD/S/W424 CREATIVE WRITING

This intensive is for individuals who want to expand their creative expression through poetry, journal writing and/or short prose. Each person's connection to the unconscious sources of creativity will be developed through a series of in-class exercises and tasks. Students will explore techniques for making their writing more expressive and powerful. Bring copies of recent writing, either poems, stories, dreams or journal entries.

This class will culminate in a dinner and reading.

HD/S432 WORKSHOP FOR COLLEGE TEACHERS MAKING CHANGES

A time for participants — college teachers and other educators of adults and adolescents — to

TELL STORIES

What have you been trying to do?

What has worked? What hasn't?

CONCEPTUALIZE

What works and why?

What principles underlie teaching which engages students in inquiry, fosters self-direction, shares power with students, builds learning relationships?

SHARE ACTIVITIES

Bring yours to contribute to a resource file for all of us.

Work in task groups to invent new activities.

GET TO KNOW YOU

Why have you tried to change your teaching?

HD/S434 ETHICAL AND CULTURAL ISSUES IN TEACHING AND HUMAN SERVICES

Examination of the issues teachers and other professionals face when working in cultures other than their own. Developing awareness of a multi-cultural society in mono-cultural as well as in diverse settings; confronting issues of fairness and conflict resolution. Involving parents and community members in goal-setting, looking critically at one's own ethical and cultural values and assumptions. An active/participation seminar; we will learn from each other's experiences.

HD/S435 EARLY CHILDHOOD THEMES AND LIFE CYCLE ISSUES

Each stage of life poses a task to be accomplished. These tasks appear as a challenge and bring the chance for growth, but also a fear of failure and discomforting disequilibrium. Themes which begin in early childhood — attachment, separation, autonomy, accomplishment and failure — recur later in the life cycle. Awareness of their beginnings may help adults to be aware of the resolution of these items in their own lives, as well as in children's. Reading, observation and reflection, writing and discussion.

HD/S436 CHILDREN AND ADULTS: RECURRENT ISSUES IN DEVELOPMENT

An in-depth, hands-on exploration of the developmental themes which children express through their play and creative products, as an approach to understanding both children and oneself. Themes which begin in early childhood — attachment, separation, autonomy, accomplishment and failure — recur later in the life cycle. Awareness of their beginnings may help adults to be aware of the resolution of these themes in their own lives, as well as in children's. This class will extend but not duplicate the content of HD/S435 Early Childhood Themes and Life Cycle Issues.

HD/S438 SUPERVISING ADULTS WORKING WITH CHILDREN

Supervising adults working with children is a complex endeavor because interactions with children inevitably stir latent childhood experiences within adults who work with them, and because supervisors, in addition to attempting to help supervisees understand and integrate these experiences, are also responsible for supervisees' behavior toward the children with whom they work. This class will examine supervision models and styles in terms of their relevance and value to the person being supervised. We will look at supervision structures, supervision environments, and the interpersonal relationships between supervisors and supervisees. We will discuss these issues in a context of cultural styles and cultural differences as they affect interactions between supervisors, supervisees and children and adults. This class is designed for people who are supervising others who work with children. Students will be asked to draw from their personal supervisory and supervisee experiences in class discussions.

HD/S440 ADMINISTRATION OF CHILD CARE FACILITIES

This intensive will deal with identifying problem areas with children and parents in child-care, approaches and techniques for working with parents, issues concerning programming, supervision of staff, and providing for on-going growth and training of staff.

We will review budgeting, grant administration, dealing with multiple funding sources and record keeping to satisfy auditing requirements.

HD/S444 STRATEGIES FOR CHANGE MAKING

Personal and social change frequently takes place in indirect ways, and the paradox, "They did it 'cause we said No," is a familiar phenomenon to parents, teachers and counselors. Through storytelling, personal sharing, reading, and play, we will explore some of the principles and strategies for making changes which have been developed in (a) paradoxical psychotherapy and (b) radical adult education, and consider their application to a variety of human relationships.

HD/S445 FAMILY STRESS

Families are exhibiting many types of symptoms of breakdown: wife beating, child abuse, alcoholism, divorce, mental disturbances, etc. This intensive will attempt to analyze the sources of the stresses (social class, economic, racial, psychological, political, conflicting expectations) and their particular relationships to the symptoms presented. A bibliography and course requirements/expectations will be provided before the class begins.

HD/S446 THEORIES OF ATTACHMENT/SEPARATION/INDIVIDUATION AND QUESTIONS OF CULTURAL RELATIVITY

This seminar will explore the relationships between theories of human development and variations in value orientations and behavior among human groups. Of particular interest to the instructors are theoretical and practical questions about the applicability of universal theory, which connects, in lineal progression, attachment, separation, autonomy and individual (i.e., self-reliance and individualism), and/or those who ascribe to similar value orientations (i.e., definitions of maturity and mental health and competence). Studies that suggest new directions for theory and/or human services practices will be discussed and critiqued.

HD/S447 ADMINISTRATION OF EARLY CHILDHOOD PROGRAMS

A seminar for directors of programs in early childhood education. An emphasis on the analysis of problems the "person

in charge" frequently experiences which include environmental dimensions, evaluation, and confrontation. A focus on the potential for creativity as a method of developing the potential of the administrative role.

HD/S/W448 THE READING/Writing CONNECTION

Using children's literature we will learn how to facilitate children's reading through writing, art, music and drama. We will discuss how to use journal writing and inventive spelling as a means of diagnosing developmental stages of reading and learn various ways of bookmaking to celebrate authorship. Please bring samples of children's writing to share.

HD/S449 FUNDRAISING FOR COMMUNITY ORGANIZATIONS

The course will provide an introduction into the art of fundraising for grass-roots community organizations. Although it is not the only ingredient necessary to effective community service, it is very important in terms of the lifeline to resources and organizational survival in the future. The course will explore the world of philanthropy with an overview of funding philosophies and their perspectives on giving. The course will cover the significance of effective letter writing, proposal presentation and marketing as essential tools to the fundraising process. The course will also explore the fundraising experience in light of the social, political and economic realities that affect the small community organization that is working for institutional change. We will also discuss the effect that the fundraising role has on individuals that must perform the duties that focus almost entirely on the economic aspects of the organization.



Photograph by Carolyn Kozar

EDUCATION:

Ed/S/W216 CBEST WORKSHOPS

This is a series of six preparatory workshops for the CBEST Examinations designed to provide the knowledge, skills and motivation you need in a supportive, relaxed, individualized environment.

Fees: for series of six workshops (30 hours) including CBEST preparation guide, individualized materials, and beverages: \$50 — no credit.

This is a public service project sponsored by Pacific Oaks College.

Ed/S232 INTRODUCTION TO PUBLIC SCHOOL AND MAINSTREAMING

Orientation to public schools, observation in classrooms, discussion of observations, selection of student teaching placements. In spring, special education content will be introduced in seminars in connection with classroom observations of mainstreaming practices. This is a two-semester course.

Ed/S238 EDUCATION IN A SOCIAL/POLITICAL CONTEXT

This course explores socialization as a function of the interaction between the individual and the multi-leveled social contexts in which human growth occurs. Students will be challenged to examine the specific influences on their own growth — of their gender, class, and racial/ethnic backgrounds, and to become aware of how their ways of perceiving and interpreting human behavior are related to their socio-cultural contexts. Emphasis will be placed on the role of education as a tool of oppression and liberation for different groups in society.

Ed/S239 CLASSROOM MANAGEMENT

This class is designed to help students develop various methods of classroom management skills and styles. Easy record keeping and evaluation techniques, organizing the school day and work assignments, assessing student progress, and arranging and setting up an effective learning environment are skills students will learn by examining several ideas.

Ed/S240 MAINSTREAMING THE "HANDICAPPED"

Activities and information about the integration of all students who have been labelled handicapped, learning disabled, mentally retarded, etc. Trips to visit successful integration programs. Philosophy and rationale of integration. Laws and rights of students and parents including Public Law 94-142. Strategies to integrate classrooms into schools and to integrate children into classrooms. Hands on activities at two classes.

Ed/S/W241 ROCKS, BLOCKS, AND STOCKS

A workshop designed to increase awareness of manipulative tools, creative materials, and innovative devices for teachers of elementary grades 1-8. The techniques presented in this workshop will maximize student success in mathematics through positive means and create a desire in students to love and enjoy mathematics. Through exciting experiential activities, workshop participants will discover the joy of teaching mathematical concepts from the concrete stages of development to abstract application.

Ed/S242 TEACHING AS PERFORMING ART

In this course participants will explore creative drama as an improvisational, nonexhibitional, process-centered form of expression in which students are guided by a leader to imagine,

enact, and reflect upon human experiences. The purpose is to inspire and prepare teachers and other interested persons to create learning environments which open children's minds, stimulate their imaginations and language abilities, and spark their enthusiasm for continued personal development and discovery. This course is designed as a practical guide for classroom teachers, recreational leaders, and others who want to initiate creative drama activities and need help in getting started.

Ed/S/W246 ELEMENTARY CURRICULUM WORKSHOP

This two-semester workshop will serve as a model of curriculum integration, design of learning environments, group management and assessment in the elementary school classroom. It includes curriculum and methods in reading (phonics and other approaches), writing and language arts, audio/visual techniques, social studies/multi-cultural curriculum, math and science, arts and humanities, health and psychomotor, and physical education. Special attention will be paid to the thinking processes in which children and adults engage as they work in experiential situations. Curriculum development is analyzed as a multi-faceted process, including implications of developmental theory, learning styles, socio-cultural and family influences, and non-sexist/non-racist perspectives. Students will develop individual contracts in each curriculum area.

Each student is expected to be present for 5 of the 7 hours: e.g., 2:30-7:30, 4:30-9:30, or 8:30 to 9:30, etc.

Ed/S247 INDIVIDUALIZING AND PERSONALIZING CURRICULUM

This course will focus on effective classroom management for the implementation of developmental approaches to teaching and learning. Participants will be guided and assisted in planning and organizing the learning environment, in the effective use of observation and assessment techniques and materials, and in the selection of appropriate instructional activities, methodology, and materials. Seminars throughout the school year will focus on specific issues and concerns of teachers in the process of implementing a multicultural, developmental approach to curriculum.

Ed/D252 KINDERGARTEN

Ed/D253 PRIMARY

Ed/D254 UPPER ELEMENTARY

Supervised participation in public elementary school by arrangement with the Coordinator of the Elementary Credential programs. Weekly school site seminar with supervisor by arrangement.

Ed292 INDEPENDENT STUDY

Available for students in the Credential program(s) to meet individual competency and/or program requirements. An independent study contract must be filled out and signed by the Coordinator of the Credential Programs before registration can take place. Check Fall and Spring calendars for registration deadlines for Independent Study.

SpEd/S239 THE CHILD WITH SPECIAL NEEDS

This course is designed to explore a wide variety of biopsychosocial perspectives concerning the growth and development of children. For the purpose of increasing the professionals' skills, knowledge and sensitivity with children, the following areas will be addressed:

- 1) Identifying and screening of a child with special needs.
- 2) Involving parents and others in the process of recognizing needs.

- 3) Seeking appropriate help for the child and family
- 4) Working with other professionals to identify appropriate intervention methods, and
- 5) Developing strategies for following through in the learning setting.

Students will be encouraged to critically analyze evaluation and intervention methods of a variety of professional disciplines that work with children and families. Criteria for assessing utility and effectiveness of methodologies will be examined.

CHILDREN'S PROGRAMS:

HD/P/S402 DAY CARE

The complexities of the day care program are addressed by the staff at Burgess House. The practicum provides practical day care experience with children ages 2 to 5. Students can develop a thorough and realistic understanding of young children through opportunities for a wide range of observations and active participation from early morning to early evening. The practicum will emphasize tender and nurturing care-taking, communication systems for staff and parents, environments, group dynamics and the individual needs of each child.

Master's students in day care have many choices in practicum focus. This can include parent support, administrative work, working with adolescents in relation to day care, children's nutrition programs. Individual practicum plans are possible with consent of instructor.

HD/P/S403 INFANT/TODDLER/PARENT CENTER

This is an inquiry into the needs and characteristics of very young children and their families. The practicum provides opportunities to work directly with infants and toddlers in the Pacific Oaks program and their parents who meet as a group. Students will be encouraged to focus their interest in terms of infant development and analysis, family dynamics, program administration, research or projects of individual interest. The seminar provides a medium for people focusing on this stage of development to discuss and exchange ideas and form a mutual support system.

HD/P/S403S INFANT/TODDLER/TWO YEAR YARD (Summer only)

This practicum is an inquiry into the needs and characteristics of very young children and their families. The practicum provides opportunities to work directly with infants, toddlers and their parents in the Pacific Oaks program. The parents in this program meet as a separate group. The practicum also includes work in Boat Yard, the day care program for 2 year olds. This practicum provides an excellent opportunity to see a common philosophy implemented in two different programs.

HD/P/S404 2 YEAR YARD

This practicum enables students to explore the relationship between theory and practice. Particular attention is paid to autonomy, separation, language acquisition, and toilet training. In addition, students are provided the opportunity to work not only with children but with parents both in the yard and in discussion groups. Much attention is focused on developing observation skills. Students also experience team teaching, development and implementation of curriculum, environmental analysis, writing of developmental summaries, self and peer assessment techniques and general communication skills through journal writing, staff meetings and seminars.

HD/P/S405 PRESCHOOL: 3-5 YEARS

This practicum provides students an experience working with preschool children in an open, self-directed environment. Involvement includes: observing, assessing and meeting individual and group needs, team teaching, developing communication skills with children and adults, experience in developing, implementing and evaluating a multi-cultural/non-sexist curriculum, interaction with parents, environmental analysis, writing developmental summaries, exploring the relationship between theory and practice, and developing self-assessment techniques.

Through such activities as journal writing, observing and discussing children's behavior, and daily and weekly seminars, students learn to better understand and trust their ideas and feelings. These interactions help students to develop their own teaching styles.

HD/P/S406 SATURDAY INFANT/TODDLER PROGRAM

This will be a special program to provide an Infant/Toddler experience for working families. This program will be open only to families where both parents are working outside the home. The child must be accompanied by a parent to the program. Children should be between the ages of three months and fifteen months as of September in order to be enrolled in this program. Please see HD/S403 Infant/Toddler/Parent Center for more information about the practicum experience for students.

HD/P/S407 KINDERGARTEN

The cornerstones of the kindergarten practicum are diversity and real-life experiences. Traditional reading and math curriculum are handled in child-centered, individualized ways. An organic language arts reading program is combined with phonics tasks and games to provide a model for practicum students. Students in the practicum grapple with the meaning and dynamics of non-sexist, non-racist, multi-cultural education. There are many opportunities to evaluate children's growth and to generate a developmental picture of each child.

HD/S408 OBSERVATION/REFLECTION

This course requires weekly observation in infant/toddler, 2 year yard, preschool, kindergarten, or primary; and participation in that program's weekly seminar. Students are able to focus on curriculum and children through a process of reflection and critical thinking in seminar. Observation time to be arranged with head teacher. See seminar times for each age group.

HD/P/S409 OPEN CLASSROOM: PRIMARY (Fall and Spring semesters)

This practicum articulates open classroom practices in terms of Piagetian theory of intellectual development. Child observation, the writing of developmental summaries, multi-cultural education, mainstreaming, work with parents, and environmental education, are major components of the practicum. Other components are the teaching of reading, writing, and mathematics from a developmental perspective. Children are offered a wide variety of choices within a structure designed to foster responsible decision-making, creative thinking, physical skills and social problem solving. Verbal communication and affective as well as cognitive learning are emphasized.

HD/P/S411 ADOLESCENTS

Adolescence is a transitional time. There is much to learn about oneself by working with adolescents as there is much

of the adolescent left in all of us, no matter how old we are. Any effort to understand the developmental stages of the adolescent is enhanced when combined with an effort to understand oneself.

Practicum students may relate informally to adolescent students, teach individuals or small groups in the area of their interest and/or supervise their work with small children.

HD/P/S412 GRADUATE SPECIALIZED PRACTICUM

A teacher may serve as facilitator to an M.A. student who has a specialized interest in children. For instance, if an M.A. student is especially interested in working with parents she/he may negotiate with a teacher to focus on that area via developing parent program for a yard, etc. Similarly, contracts to emphasize administration, curriculum, research, etc., may be developed.

Units and time assigned to yard to be determined by those involved.

HD/P/S414 OPEN CLASSROOM: KINDERGARTEN/PRIMARY (Summer)

Through an intense experience in Pacific Oaks Children's School with children within the age range of 5 to 8 years, the student plans for and analyzes children's activities. Individual differences are discussed as affective and cognitive growth are interwoven. Team teaching, parent education, environments, group dynamics and record-keeping are additional aspects of the program. Incorporating cultural differences, life-style variations and learning style differences into programs are constantly being explored. A review of the practicum experience takes place in daily seminars with head teachers and students during which practical application of theoretical positions is emphasized.



MASTER'S PROGRAM AND SPECIALIZATIONS

Although specializations are not required within the M.A. program at Pacific Oaks, some students choose to work toward a specific specialization. We currently offer specializations in: Clinical Child Development; Day Care; Developmental Education; Early Childhood Education; Gerontology; Infant/Toddler; Leadership; Marriage, Family and Child Counseling; Multi-cultural Studies; Parent/Community Work; and Women's Studies.

Students who complete a specialization will receive an M.A. in Human Development with a particular specialization listed on their transcript and diploma. It is possible to specialize in more than one particular area, such as Developmental Education and Women's Studies. Master's students are encouraged to design their own specializations to best fit their needs and interests.

Experiential learning, that is learning by doing, is at the heart of Pacific Oaks curriculum for adults, as it is for children. We believe that both theory and practice are learned through action and interaction, and we encourage students to value doing as well as talking, reading and writing.

Master's programs and specializations at Pacific Oaks include a field work or practicum component. Practicum is an ongoing experience in working with people over the period of a semester (at least once a week for two or more hours, depending on the setting and your individual needs). Other ways to gain field work experience are to aid a faculty member in research (data collection and analysis), planning and implementing on-site conferences in your area of specialization, and/or independent field work assignments worked out between you and your advisor.

Credit units are required at Pacific Oaks for the M.A. degree: additional units are required of students in the CCD, MFCC and E programs.

CLINICAL CHILD DEVELOPMENT PROGRAM

There is an increasing need for human services professionals who are competent to work with children with developmental disabilities (or children whose development is threatened) and their families in the various milieus that constitute their experiences — home, school, hospital, child-care setting. This work requires knowledge of developmental theory, dynamics, cultural and socio-economic values, ongoing research and training, and experience in work with children and their families in various settings.

Clinical Child Development specialization combines developmental theory with clinical experience to develop competence in assessment, program-planning and coordination, intervention, and consultation and collaboration with parents and other professionals.

The curriculum includes work in the following areas: Child Development Theory and applications; Family Dynamics; Piagetian Theory; Play; Assessment; The Exceptional Child; Clinical Practicum and Seminar; Multi-cultural environments and issues; and the basic M.A. required approach classes.

Prerequisites for clinical practicum must be made at least one month in advance of registration with Nikola Trumbo: 310-2220 or leave a message at Pacific Oaks.

Nikola Trumbo

DAY CARE

This specialization is designed to address the unique and complex needs of child care on a full-day basis. It is recommended for students who are interested in administration, teaching and referral work.

All students taking this specialization are required to do two semesters of the day care practicum. One semester of the practicum must be completed at the Burgess House Day Care program. The other semester of the practicum may be completed at Burgess House, Pacific Oaks Surround Care Program, or any other appropriate child care field work placement. While students are doing the Burgess House Day Care practicum they must attend weekly seminars and weekly teaching team meetings.

The specialization in Day Care can be individualized to meet the specific needs and career goals of each student.

Advisor:
Sharon Stine

DEVELOPMENTAL EDUCATION

This specialization in Developmental Education, open to both B.A. and M.A. students, is designed to develop competence in teaching or administration in a wide variety of settings and age levels.

We believe that there is a developmental continuity to learning — that educational environments for toddlers should be similar in some ways to learning environments for six-year-olds and twelve-year-olds and adults. Our bias is toward making adult learning environments more like those for young children, rather than vice versa.

Our educational approach is rooted in our broad experience and in our values, which reflect the Quaker tradition, the nursery education/child-study tradition, progressive education, developmental psychology (especially Erikson and Piaget), humanistic psychology, and cultural pluralism. Throughout the program emphasis is placed on strategies for implementing these values. We expect students to join us in the process of asking questions and examining assumptions in order to develop their own unique philosophies of education.

Students in this program may be interested in infant/toddler programs, preschool teaching or administration, innovation in public education, administering an alternative school, parent/community work, or college teaching. Many of the programs in which graduates will be interested require appropriate training and experience but not certification. Those students who do want certification may design their programs to qualify for any of the following: public school teaching credential — Multiple Subject (elementary) and Single Subject (secondary); Instructional Community College teaching credential; Adult Education credential. Two practicums at Pacific Oaks are required, as is additional experience at two other developmental levels.

Advisor:
Betty Jones

EARLY CHILDHOOD EDUCATION

This specialization, open to both B.A. and M.A. students, is designed to develop competence in teaching or administration in programs for children in the age range of birth to 8 years. Two practicums in Pacific Oaks Children's Programs are required, as is additional experience working with children in this age range.

Advisor:
Betty Jones

GERONTOLOGY

The major dependent populations in our society are the very young and the very old. Pacific Oaks has long experience with programs for young children and their parents, and with a developmental perspective on the human life cycle. We are now beginning to devote attention to grandparents and other persons at the end of the life cycle. We will retain our developmental perspective as we explore the designing of services for the aged that are consistent with the developmental tasks of the last stage of life (described by Erik Erikson as **ego identity vs. despair**).

Course requirements are the gerontology seminar for 2 semesters (or approved alternative course), required fieldwork experiences as designed by the student and advisor, and other related courses.

Advisor: Carroll Borland-Partan

WORK WITH INFANTS AND TODDLERS

Programs for infants, toddlers and their parents are proliferating and there is a growing demand for professionals knowledgeable in this area. Basic requirements for the specialization are two Practicum/Seminars in Pacific Oaks Infant/Toddler/Parent program and approved coursework, such as Authentic Infant - Competent Child; Preventive Intervention for Infants and the Very Young; and Parent/Community courses.

Advisors:
Sharon Stine
Renatta Cooper

LEADERSHIP: HUMAN DEVELOPMENT IN ORGANIZATIONS

This specialization is designed for those interested in working in supervisory, management and leadership roles with adults. Originally designed with an emphasis on leadership in education and the human services, this specialization is currently being expanded to include leadership in public service and in business. The focus of the specialization is on the human and value-oriented aspects of leadership, rather than the technical, although course work will be offered to develop specific skills of leadership. In addition to the 14 units of required courses for the M.A., students specializing in Leadership are expected to complete two semesters of fieldwork in areas related to the student's career goals (business, education, college teaching, public service, human services) and 4-6 seminars in areas related to this specialization. Students work out a program with an advisor to meet their individual needs.

Advisors:
Karen Fite
Betty Jones

MARRIAGE, FAMILY AND CHILD COUNSELING

We do not give a degree in Marriage, Family and Child Counseling. We do offer, however, courses that satisfy an equivalency degree in MFCC.

Requirements include: our Master's in Human Development, with competencies and courses completed in the following required content areas as set forth in amended Section 18330, Education of the Business and Professional Code: human biological, psychological, and social development; human sexuality; professional ethics and the law; human communication; psychopathology; cross-cultural mores and values; theories and applied psychotherapeutic techniques of marriage, family and child counseling; survey of psychological testing; research methodology; and practicum in MFCC.

Students are required to arrange for their own supervised hours of experience as required in amended Section 18330. For specific details, see California Education Code sections 1805 to 1846. Students wishing to earn the equivalency degree in MFCC must be admitted to the MFCC program, which requires an admission application separate from the M.A. application.

Pacific Oaks offers the following courses as part of its MFCC equivalency degree program: The Life Cycle; Human Sexuality; Personality Theories and Clinical Intervention; Psychopathology in Human Growth and Development; Socio-Cultural Environments of Human Growth and Development; Theories and Practice of MFCC; Ethics and the Law; Communication Skills; Psychological Testing; and MFCC Practicum.

Advisor:
Barbara Richardson

MULTI-CULTURAL STUDIES

This specialization is designed for students who want to explore the problems and benefits of living in a culturally diverse society. There will be two main areas of focus: 1) the impact of culture on human growth and development, as well as behavior, and 2) the impact of social constraints on behavior and cultural values. Students will be expected to gain a practical knowledge of working with diverse populations living in America.

Some specific areas of study will be: concepts of ethnocentrism, victim-blaming, cultural pluralism, the dynamics of interpersonal and institutional racism, the role of social science in creating and perpetuating myths about human development, and new research and approaches to working with culturally diverse communities.

Issues of sexism and classism will also be studied.

Advisor:
Louise Derman-Sparks

PARENT/COMMUNITY WORK

The Parent/Community Work Program is designed for students who wish to offer parent education programs and/or facilitate parent involvement in schools and child care settings. Our emphasis will be on the parents' needs, values and expectations.

Major questions which are addressed during the program are: what are effective models and structures that allow parents and professionals to share power? Can support systems be developed to help parents nurture themselves so they can better nurture their children? What are the socio-political forces that constrain families and parents, and what can be done about them? What is the role of the "new professional"?

How can the professional support a parent when the two have a conflict in values? How can parent education and support be offered that respect the family's culture, lifestyle and/or class?

Most students focus half their course work on parents, either in the field or through classes. The rest of the courses are chosen from the general Human Development courses.

Advisor:

Louise Derman-Sparks

WOMEN'S STUDIES

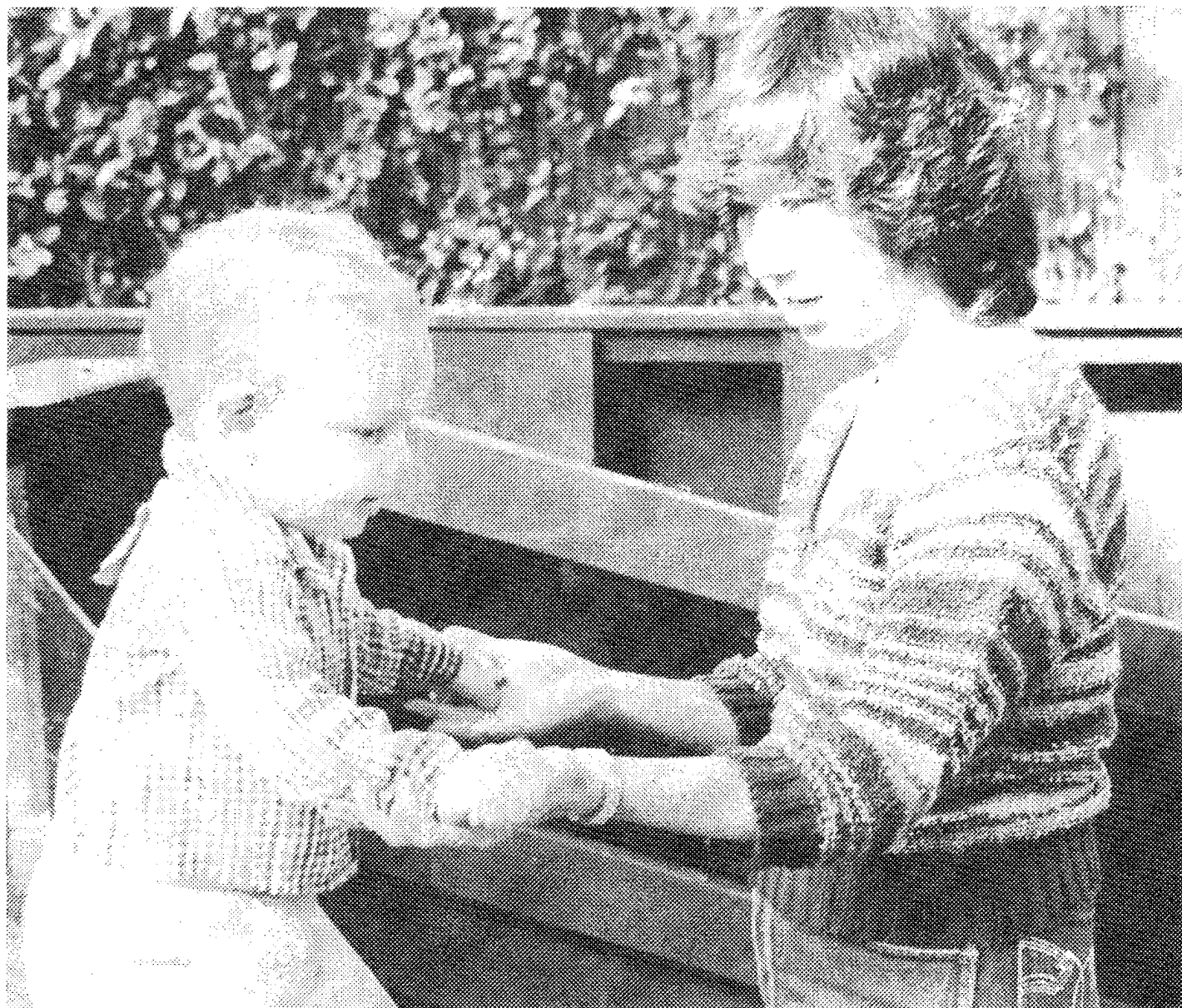
This specialization is designed for those who wish to teach women's studies or to work with women in any one of various

settings, including work with mothers, administration of women's organizations (such as health centers, feminist businesses). This course is also for persons who wish to become women's advocates, and people who want to develop an understanding of the impact of sexism on women's lives.

Additionally the specialization is designed for those who wish to do theory-building and writing in the area of women's studies and feminist theory. Requirements include two semesters of Women's Studies, field work in an appropriate setting, and an M.A. project in the area of women's studies is strongly recommended. Additional curriculum areas which are recommended in conjunction with this specialization include communication skills and work in other areas of diversity.

Advisor:

Louise Derman-Sparks



Photograph by Carolyn Rozen

PACIFIC OAKS FACULTY

CARROLL BORLAND-PARTEN

D.Ed. Fielding Institute. M.A. California State University at Los Angeles. Early Childhood Education. B.A. Pacific Oaks College. Human Development. "Core Certificate" University of California at Los Angeles. Nursery School Education. A.A. University of California at Berkeley. Speech Arts. California Special Education Teaching Credential. California General Elementary Teaching Credential. Early Childhood Specialist Teaching Credential. Adult Education (Parent Education) Credential. Community College Credential.

JACKI BREGER, *Musician-in-Residence*

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Ph.D. University of Southern California. Education Psychology. Early Childhood Education. Drama. M.S. Mount St. Mary's College. Administration and Supervision. M.S. Mount St. Mary's College. Urban Education and Minority Group Studies. B.S. Tuskegee Institute. Social Studies. California Community College Supervisor and Instructor Life Credentials. Standard Teaching Credential. General Elementary Life Diploma. Certificate of Specialist Teacher in Reading. Early Childhood Education Specialist.

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M.A. University of Michigan. Early Childhood and Elementary Education. B.A. Brooklyn College. European and American Literature. Preschool, Early Elementary and Mentally Retarded Children Teaching Credentials.

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CLIVE MATSON

Studied poetry in New York City in the early 1960's. Worked as a gas station attendant, dock worker, bookstore clerk, warehouse clerk, furniture mover, printer, and crisis counselor. Founder and publisher, Neon Sun. Currently operates a letter press and teaches poetry workshops.

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HD/S410	DEVELOPMENTAL EDUCATION	Spring:	35

IN THE BAY AREA/OAKLAND:

HD/S218	COGNITIVE DEVELOPMENT: PIAGET	Fall:	35
HD/S209A	SOCIAL/EMOTIONAL DEVELOPMENT: MULTI-CULTURAL PERSPECTIVES ON THE EARLY YEARS	Spring:	35

IN OREGON:

HD/S209A	SOCIAL/EMOTIONAL DEVELOPMENT: MULTI-CULTURAL PERSPECTIVES ON THE EARLY YEARS	Fall:	35
HD/S432	WORKSHOP FOR COLLEGE TEACHERS MAKING CHANGES	Fall:	35
HD/S218	COGNITIVE DEVELOPMENT: PIAGET	Spring:	35



***INTENSIVE REGISTRATION INFORMATION:** (for course descriptions, see page 36)

Enrollment for each seminar is on a first-come, first-served basis, based on the date the registration form is received. We will receive registration forms up until two weeks before the intensive is to begin. You may call College Records (818) 796-9161, extension 28, to inquire if a seminar is full before you register for it. If you wish to register in person, please come in during regular administration dates listed in the calendar. When your registration is received you are automatically placed on the class enrollment list.

Please remember to fill-in both the Intensive number and title on the registration form. Send in a separate registration form for each intensive you plan to enroll in.

There are no student housing facilities at Pacific Oaks.

Registration Form

Mail to: College Records
Pacific Oaks College
5 Westmoreland Place
Pasadena, CA 91103

Date: _____

Name: _____

Address: _____
number street apartment number

city state zip

Telephone: (_____) _____ (_____) _____
home work

Admitted to Pacific Oaks? _____ Yes _____ No

Occupation: _____ Highest Degree Earned: _____

Please send me _____ B.A. _____ M.A. program information.

I wish to register for: _____
Title and Number of Seminar # of units

Dates of Intensive: _____

Local Pasadena/Los Angeles Address: _____

city state zip

Local Telephone: (_____) _____

TUITION

FOR COURSES OFFERED BEFORE JUNE 30:

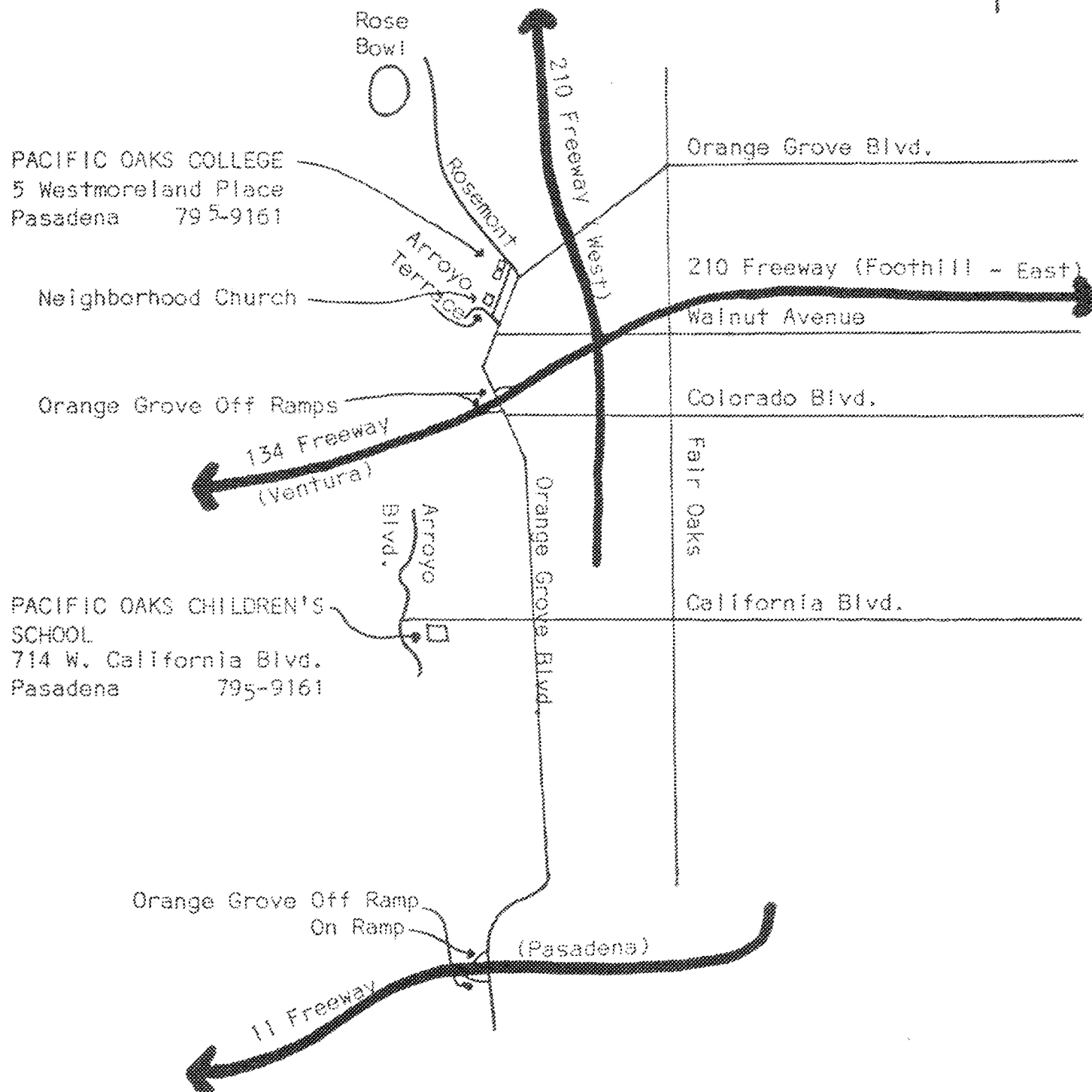
- Pacific Oaks Credit (\$180/unit)
- Reduced Rate Credit (\$100/unit)
- Audit (\$180/6 units, \$80/1-3 units)

Signature _____

FOR COURSES OFFERED AFTER JUNE 30:

- Pacific Oaks Credit (\$200/unit)
- Reduced Rate Credit (\$125/unit)
- Audit (\$100 per 3 units)

Please send in a separate Registration form for each Intensive you wish to enroll in.



PACIFIC



OAKS

COLLEGE AND CHILDREN'S PROGRAMS

Founded by Friends

318/793-8151

1985-86 COURSE OFFERINGS

SUMMER 1985 (June 17 - July 26)

Monday: HD/S270 Ethnicity and Aging (D) - 5:00 - 9:30 PM
Arwen Larkin 3 units

Ed/S240 Mainstreaming the "Handicapped" - 5:00 - 9:30 PM
Bill Sparks 3 units

Tuesday: HD/S288 Developmental Assessment (LC) - 8:30 AM - 1:00 PM
Nikola Trumbo 3 units

HD/S209 Multi-Cultural Perspectives on the Early Years (D,LC) - 5:00 - 9:30 PM
Renatta Cooper 3 units
(Life Cycle for summer-only students)

HD/S359 South Africa & Liberation Struggles - 5:00 - 9:30 PM
Nicholas Makandla 3 units

Wednesday: HD/S236 Community Organization (C) - 12:00 - 4:30 PM
Marilyn Montenegro 3 units

HD/S239 The Psychodynamics of the Family (LC) - 12:00 - 4:30 PM
Bernice Augenbraun 3 units
(Practice of MFCC equiv.)

HD/S298 Assessment of Experience (C) - 12:00 - 4:30 PM
Judith Matson Meyer & Connie Kinsey 3 units

HD/S305 Women and Mental Health (C) - 5:00 - 9:30 PM
Sharon Fertitta & Lois Nevius 3 units

Free & Open to all Film and Lecture Series (C,D) - 5:00 - 9:30 PM
Bernice Augenbraun & Marilyn Montenegro 1 unit(optional)

HD/S/W257 Integrating Mind/Body (C) - 6:00 - 9:30 PM
Judith Matson Meyer & Pamela Gruber 2 units (3 for Cred. students)

Thursday: HD/S227 Cross Racial/Ethnic Counseling and Communication Issues (C,D)
Barbara Richardson 3 units 12:00 - 4:30 PM
(MFCC Communication equivalency)

Ed/S242 Teaching as Performing Art - 5:00 - 9:30 PM
Mae Pendleton Cowan 3 units

HD/S263 Erik Erikson, Robert Coles and the Social Psychology of
Childhood (LC) 5:00 - 9:30 PM
Stan Smith 3 units
(Life Cycle for summer-only students)

HD/S374 Training Staff for Anti-Bias Curriculum (C,D) - 5:00 - 9:30 PM
Bill Sparks 3 units

Friday: HD/S282 Social & Political Contexts of Human Development (D) - 12:00-4:30 PM
Karen Fite and Nikola Trumbo (+ Sat. July 13 8-4) 4 units

HD/S224 Practicum: MFCC (C) - 12:00 - 4:30 PM
Arwen Larkin 3 units

(Over)

SUMMER 1985 (continued)

Working With Children HD/P/S402 Day Care - 5 hours/day, 5 days/week

David Rover 3-6 units

Seminar/Staff Meeting: 5:00 - 8:00 PM, Monday

HD/P/S403 Infant/Toddler/Two Year Practicum 4 units

Infant/Toddler Center: Tuesday & Thursday, 9:00 - 1:00

Boat Yard: Monday & Wednesday, hours by arrangement with ReGena

Renatta Cooper and Regena Booze

Seminar: Monday, 3:00 - 6:00 PM 1 unit

HD/P/S411 Adolescents - 8:00 - 1:00, 2-5 days/week

Winnie Dorn 3 units

Seminar: 4:00 - 7:00 PM, Monday

HD/P/S414 Open Classroom: Kindergarten/Primary - 8:30-2:30, M-F

Faculty 4 units

Seminar: 2:00 - 3:00 PM, daily

Additional classes

HD/F251 Shadow Study (I) - hours to be arranged

Faculty 2-3 units

HD292 Independent Study - hours to be arranged

Faculty 1-3 units

HD299 Master's Project

Faculty

LC - Life Cycle

D - Social & Political Contexts

C - Communication

R - Research

I - Implementation

SUMMER/AUGUST 1985 WORKSHOPS AND INTENSIVES

May, 3, 4, and 5

Chemical Dependency and Its Effect on the Family 1-2 units by HD292 Independent Study

Marion Price, Patricia Sanora and Ronald Vanevenhoven

May 3 - 6:00-10:00 PM: May 4 - 8:30-4:30: May 5 - 1:00-5:00 PM

Saturday, May 25: 9:00 AM - 4:00 PM

Why, When and How to Say No - A Workshop for Women in the Human Services

Karen Fite and Nikola Trumbo

1-2 units by HD292 Independent Study

Saturday and Sunday, June 22-23 and June 29-30: 9:00 AM - 4:30 PM

HD/S375 Awareness Through Children's Literature (LC,C) 2-3 units

Betty Jones and Marjorie Shore

June 24 - 28: 8:00 AM - 4:00 PM, daily

HD/S444 Strategies For Change-Making (C), NFCC Communication & Comm. Wksp. equiv.

Betty Jones and Wayne Maes 3 units

Mondays, July 8, 15, 22: 6:30 9:30 PM and Saturday, July 13, 9:00 AM - 5:00 PM

HD/S249 Preventive Intervention for Infants and the Very Young (LC) 2 units

Magda Gerber

August 12 - 16: 8:00 AM - 4:00 PM, daily

HD/S254 Authentic Infant - Competent Child (LC) 3 units

Magda Gerber

July 15 - 19: 8:00 AM - 4:00 PM, daily

HD/S447 Administration of Early Childhood Programs (C) 3 units

Sharon Stine

July 22 - August 2: 8:00 AM to 4:00 PM, daily

HD/S418 Transference and Countertransference (C) 6 units

Peter Schou

August 2, 3, and 4

HD/S432 Workshop for College Teachers Making Changes (C) 1-2 units

Betty Jones, Coordinator

August 2 - 6:30-9:30 PM: August 3 - 9:00-5:00: August 4 - 9:00-3:00

August 5 - 16: 8:00 AM - 4:00 PM, daily

HD/S276 Anna Freud: Paradigm and Influence in Child Development (LC) 6 units

Stan Smith

August 5 - 15: 8:00 AM - 4:00 PM, daily

HD/F/S Leadership in Education (C), Working With Adults equiv. 6 units

Karen Fite, Betty Jones and Mary Beth Lakin

August 19 - 23: 8:00 AM - 4:00 PM, daily

HD/S237 Human Sexuality and Sexism (C) 3 units

Eleanor and Walter Hamilton

August 19 - 23: 8:00 AM to 4:00 PM, daily

HD/S240 Models and Methods of Parent Involvement (D), Work. w/ Adults 3 units

Ruth Beaglehole

August 19 - 23: 8:00 AM to 4:00 PM, daily

HD/S398 Adolescent Pregnancy and Parenting (LC), Life Cycle equiv. 3 units

Renatta Cooper and Carlesa Finney for summer-only students

(Over)

SUMMER/AUGUST 1985 INTENSIVES AND WORKSHOPS (continued)

August 26 - 30: 8:00 AM to 4:00 PM, daily

HD/S445 Family Stress (C)

3 units

Walter Hamilton

August 12 - 16: 8:00 AM to 4:00 PM, daily

HD/S/W448 The Reading/Writing Connection (C), Comm. Skills

3 units

Nicole Hire

equiv.

August 5 - 9: 8:00 AM to 4:00 PM, daily

HD/S446 Theories of Attachment/Separation/Individuation and Questions of
Cultural Relativity (LC,D), Life Cycle for summer-

3 units

Barbara Richardson and Nikola Trumbo

only students

Wednesday, 5:00 - 9:30 PM, during regular Summer session

Ed/S/W241 Blocks, Rocks and Stocks (I)

3 units

Bob Walker

August 5 - 30: 6 hours/day, 5 days/week

HD/P/5402 Day Care

3 units

David Rover

Seminar/Staff Meeting: 5:00 - 8:00 PM, Monday

Consent of instructor necessary for registration

Friday and Saturday, June 21 & 22, July 12 & 13, and August 2 & 3, 8:00 AM - 4:00 PM

HD/S/W295 Thesis as Transition (C,R)

Jerry Ferguson

3 units

FALL 1985 (September 9 - December 20)

- Monday: HD/S260 Testing, Measurement & Research (R) - 4:00 - 7:00 PM
Jerry Ferguson 3 units
- HD/S/W298 Assessment of Experience (C) - 4:00 - 7:00 PM
Connie Kinsey 3 units
- HD/S249 Preventive Intervention for Infants and the Very Young (LC)
6:30 - 9:30 PM, October 21, 28 & Nov. 4 + Sat. 9:00-5:00, Nov. 2
Magda Gerber 2 units
- HD/S237 Human Sexuality (LC) - 7:00 - 10:00 PM
Betty Brooks 3 units
- HD/S283 Communication Skills Workshop (C) - 7:00 - 10:00 PM, Sept. 23, 30 &
Jerry Ferguson 1 unit Oct. 7, 14, 21
- Tuesday: HD/S200 Life Cycle - 12:30 - 4:30 PM
Elisabeth Prescott & Bunny Rabirow 4 units
- HD/S255 Ecology of Childhood (LC) - 1:00 - 4:00 PM
Stan Smith 3 units
- HD/S282 Social & Political Contexts of Human Dev. (D) - 4:30 - 8:30 PM
Karen Fite, Barbara Richardson, Nikola Trumbo 4 units
- HD/S400 Working With Children (I) - 4:30 - 8:30 PM
Betty Jones and Mae Pendleton Cowan 4 units
- HD/S289 Theories of Child Development in Practice (LC) - 5:30 - 8:30 PM
Ruth Pearce 3 units
- HD/S254 Authentic Infant - Competent Child (LC) - 6:30 - 9:30 PM
October 22, 29 & November 5, + Saturday, 9:00 - 5:00, Oct. 26
Magda Gerber 2 units
- Wednesday: HD/S282 Social & Political Contexts of Human Dev. (D) - 12:30 - 4:30 PM
Louise Derman-Sparks & Maria Gutierrez 4 units
- Ed/S/W246 Elementary Curriculum Workshop - 2:30 - 9:30 PM
Sharon Stine, Susan Audap & Betty Jones 8 units
(this is a 2-semester course available for a total of 8 units)
- HD/S247 Adolescence (LC) - 4:00 - 7:00 PM
Peter Schou 3 units
- HD/S269 Personality Theory & Clinical Intervention (LC) - 4:00 - 7:00 PM
Judith Matson Meyer 3 units
- HD/S200 Life Cycle (LC) - 4:30 - 8:30 PM
Jerry Ferguson 4 units
- HD/S221-I Theories of MFCC (C) - 7:00 - 10:00 PM
Barbara Richardson 3 units

(Over)

FALL 1985 (continued)

Thursday: HD/S212 Children Under Stress (D) - 1:00 - 4:00 PM
Bunny Rabirotf 3 units

HD/S296 Administration/Supervision (C) - 4:00 - 7:00 PM
Gerda Steele 3 units

HD/S306 Women and Aging (LC) - 4:00 - 7:00 PM
Carroll Borland-Partee 4 units

HD/S224 Practicum: MECC (C) - 4:00 - 7:00 PM
Arwen Larkin 3 units

HD/S360 Racism and Human Development (D) - 6:00 - 10:00 PM
Antonia Darder & Bill Sparks 3 units

HD/S253 Child Sexual Abuse (LC) - 7:00 - 10:00 PM
Ruth Beaglehole 3 units

Ed/S247 Individualizing & Personalizing Curriculum in the Public School
Classroom - 7:00 - 10:00 PM
Mae Pendleton Cowan 3 units

HD/W221-II Practice of MECC (C) - 7:00 - 10:00 PM
Melva Newman 3 units

Friday: HD/S267 Psychopathology (LC) - 1:00 - 4:00 PM
Ian Ross 3 units

HD/S280 Clinical Child Dev. Seminar & Practicum - hours to be arranged
Nikola Trumbo 15 units
Seminar: 1:00 - 4:00 PM, Friday

Saturday: Ed/S/W216 CBEST Workshops - 8:30 - 1:30 for 6 Saturdays
Mae Pendleton Cowan 1-2 units (optional)

HD/S283 Communication Skills Workshop (C) - 9:00 - 3:00, 9/15, 10/5, 10/26
Betty Jones 1 unit

ADDITIONAL CLASSES (these are offered both Fall and Spring)

HD/S251 Shadow Study (R) - hours to be arranged
Karen Fite/Faculty 2-6 units

HD292 Independent Study - hours to be arranged
Faculty 1-3 units

Ed292 Independent Study - hours to be arranged
Mae Pendleton Cowan 1-3 units

HD299 Master's Project

FALL 1985 (continued)

WORKING WITH CHILDREN (these are offered both Fall and Spring)

HD/P/S402 Day Care - hours by arrangement, consent of instructor necessary for enrollment

David Rover 3-6 units

Seminar/Staff Meeting: 5:00 - 8:00 PM, Monday

HD/P/S403 Infant/Toddler/Parent Center - 9:00 AM - 1:00 PM, 2 or 4 days/week

Renatta Cooper 2-4 units

Seminar: 3:00 - 6:00 PM, Monday, 1 unit (optional)

HD/P/S406 Saturday Infant/Toddler Program - 9:00 AM - :00 PM

Renatta Cooper 3 units

Seminar: 7:00 - 10:00 PM, Tuesday

HD/P/S404 2 Year Yard - 8:30 AM - 1:00 PM, 3-5 days/week

Maria Gutierrez 3-6 units

Seminar: 4:00 - 7:00 PM, Monday 1 unit (2 units by arrangement with instructor)

HD/P/S405 Preschool: 3-5 Years - 8:30 AM - 1:00 PM, 3-5 days/week

Cory Gann and Mae Varen 3-6 units

Seminar: 4:00 - 7:00 PM, Monday, 1 unit (2 units by arrangement with instructors)

HD/P/S407 Kindergarten - 8:30 AM - 1:00 PM, 3-5 days/week

Molly Scudder 3-6 units

Seminar: 4:00 - 7:00 PM, Monday, 1 unit (2 units by arrangement with instructor)

HD/S408 Observation/Reflection - hours to be arranged (must attend yard seminar)

Faculty 2 units

HD/P/S409 Open Classroom: Primary - 8:30 AM - 3:00 PM 2 days/week + 8:30 AM - 1:00 PM or

11:30 AM - 3:00 PM 2 days/week

Betty Childress and Kim Sakamoto 6 units

Seminar: 3:30 - 6:00 PM, Monday and 2:00 - 4:00 PM, Wednesday 2 units

HD/P/S411 Adolescents - 8:00 AM - 1:00 PM, 2-5 days/week

Winnie Dorn 3 units

Seminar: 4:00 - 7:00 PM, Monday, 1 unit (optional)

HD/P/S412 Graduate Specialized Practicum, hours to be arranged

Faculty 3-6 units

CREDENTIAL PROGRAMS - DIRECTED TEACHING (these are offered both Fall and Spring)

Ed/D252 Kindergarten

Ed/D253 Primary

Ed/D254 Upper Elementary

Mae Pendleton Cowan, hours to be arranged, 4-5 units

(Over)

FALL/JANUARY INTENSIVES AND WORKSHOPS

Sundays, October 6, 13, and 20 - 9:00 AM to 3:00 PM

HD/S/W307 Self Defense for Women (D) 1 unit

Betty Brooks

January 6 - 31: 6 hours/day, 5 days/week

HD/P/S402 Day Care 3 units

David Rover

Seminar/Staff Meeting: 5:00 - 8:00 PM, Monday

Consent of instructor necessary for registration

January 6 - 10, 1986: 8:30 AM - 4:30 PM, daily

HD/S/W424 Creative Writing (C) 3 units

Clive Matson

HD/S445 Fundraising for Community Organizations (C) 3 units

Antonia Darder

HD/S423 Death & Dying (LC) 3 units

Arwen Larkin

January 6 - 17: 8:30 AM - 4:30 PM, daily

HD/S438 Supervising Adults Working with Children(C) 6 units

Nikola Trumbo

January 13 - 17: 8:30 AM - 4:30 PM, daily

HD/ 250 Developing Anti-Bias Curriculum (D), 3 units

Louise Derman-Sparks

HD/S287 DSM-III: Disorders, Pathologies, and Life Theme Disturbances (LC)

Stan Smith 3 units

Ed/S239 Classroom Management 3 units

Pamela Powell

HD/S Authentic Infant - Competent Child (LC) 3 units

Magda Gerber

Still to be Scheduled

Workshop: Music, Politics and Children
Jacki Brager & Sweet Honey in the Rock

SPRING 1986 (January 20 - May 16, Spring Break is March 24-28)

- Monday: HD/W221-II Practice of MFCC (C) - 12:00 - 4:00 PM
Walter Hamilton 3 units
- HD/P/S242 MFCC Practicum in Diverse Settings (C) - 4:00 - 7:00 PM
Barbara Richardson & Antonia Darder 3 units
- HD/S321 Issues of Aging in America (LC) - 4:00 - 7:00 PM
Carroll Borland-Parten 3 units
- HD/S249 Preventive Intervention for Infants & the Very Young (LC)
6:30 - 9:30 PM, February 3, 10, & 24 + 9:00 - 5:00 Saturday, Feb. 22
Magda Gerber 2 units
- HD/S206 Group Processes (C) - 7:00 - 10:00 PM
Melva Newman 3 units
- HD/S/W298 Assessment of Experience (C) - 7:00 - 10:00 PM
Connie Kinsey 3 units
- HD/S246 Play in Childhood (LC) - 7:00 - 10:00 PM
Elizabeth Prescott 3 units
- Tuesday: HD/S288 Developmental Assessment of the Young Child (LC) - 9:00 AM - 1:00 PM
Nikola Trumbo & Roberta Goldberg 3 units
- HD/S200 The Life Cycle (LC) - 12:30 - 4:30 PM
Liz Prescott & Bunny Rabirow 4 units
- HD/S410 Developmental Education Seminar (LC,C) - 12:30 - 4:30 PM
Betty Jones 3 units For 10 weeks starting 4/1
- HD/S266 Order & Disorder in Families & Children (LC) - 4:00 - 7:00 PM
Stan Smith 3 units
- HD/S282 Social & Political Contexts of Human Dev. (D) - 4:30 - 8:30 PM
Karen Elite, Nikola Trumbo & Antonia Darder 4 units
- HD/S289 Theories of Child Dev. in Practice (LC) - 5:30 - 8:30 PM
Ruth Pearce 3 units
This is the 2nd semester of a full-year course. Students may take the
Fall semester for 3 units, or the entire year for 6 units, no new students
will be accepted in Spring.
- HD/S360 Racism and Human Development (D) - 5:30 - 9:30 PM
Louise Derman-Sparks & Carol Phillips 3 units

SPRING 1986 (continued)

Wednesday: HD/S/W291 Writing Skills/Writing & Thinking (C) - 9:00 AM - 1:00 PM
Mae Pendleton Cowan 3 units

HD/S401 Working With Adults (I) - 12:30 - 4:30 PM
Judith Matson Meyer & Jerry Ferguson 4 units

Ed/S/W246 Elementary Curriculum Workshop - 2:30 - 9:30 PM
Susan Audap, Sharon Stine & Betty Jones 8 units
(this is a 2-semester course available for a total of 8 units)

HD/S236 Community Organization (C) - 4:00 - 7:00 PM
Marilyn Montenegro 3 units

HD/S267 Psychopathology (LC) - 4:00 - 7:00 PM
Bernice Augenbraun 3 units

HD/S228 Children's Literature (C) - 4:00 - 7:00 PM
Connie Kinsey & Marjorie Shore 3 units

HD/S400 Working With Children (I) - 4:30 - 8:30 PM
Mae Pendleton Cowan & Louise Derman-Sparks 4 units

HD/S274/5 Survey of Psychological & Educational Testing (R) - 7:00 - 10:00 PM
Jerry Ferguson 3 units

SpEd/S239 The Child With Special Needs - 7:00 - 10:00 PM
3 units

Thursday: HD/S252 The Preschool Child (LC) - 1:00 - 4:00 PM
Bunny Rabirotff 3 units

HD/S/W281 Children, Painting & Clay (I) - 1:00 - 4:00 PM
Karen Neubert 3 units

HD/S235 Socio/Cultural Environments (D) - 3:00 - 6:00 PM
Barbara Richardson 3 units

HD/S218 Piaget (LC) - 7:00 - 10:00 PM
Louise Derman-Sparks 3 units

HD/S200 The Life Cycle (LC) - 4:30 - 8:30 PM
Jerry Ferguson 4 units

HD/S237 Human Sexuality (LC) - 7:00 - 10:00 PM
Betty Brooks 3 units

HD/S217 Anti-Racist, Anti-Sexist Curriculum (D) - 7:00 - 10:00 PM
Ruth Beaglehole 3 units

Friday: HD/P/S397 Working to Develop Community With Children (LC) - 9:00 AM - 1:00 PM
Jacki Breger 3 units

HD/P/S Clinical Child Dev. Practicum & Seminar - hours to be arranged
Nikola Trumbo 15 units
Seminar: 1:00 - 4:00 PM, Friday

SPRING 1986 (continued)

Friday: HD/S238 Psychopathology of Childhood (LC) - 1:00 - 4:00 PM
Ian Russ 3 units

Saturday: HD/S283 Communication Skills Workshop (C)
9:00 AM - 3:00 PM, January 25, February 8 and March 8
Jerry Ferguson 1 unit

SPRING 1986 WORKSHOPS

February 20 - 23 - hours in conjunction with CAEYC conference

Play as a Way of Learning (LC) 1 unit of HD292 Independent Study

Betty Jones

class meetings: Feb. 20, 7:30 - 9:30 PM and Feb. 23, 10:00 - 11:00 AM

Friday and Saturday, February 21 & 22, March 14 & 15, and April 4 & 5, 8:00 AM - 4:00 PM

HD/S/W295 Thesis as Transition (C,R)

Jerry Ferguson 3 units

May 2, 3, and 4

Chemical Dependency and Its Effect on the Family 1-2 units of HD292 Independent Study

Marion Price, Patricia Senora and Ronald Venevenhoven

May 2 - 6:00-10:00 PM; May 3 - 8:30-4:30; May 4 - 1:00 - 5:00 PM

Saturday, May 24: 9:00 AM - 4:00 PM

Why, When and How to Say No - A Workshop for Women in the Human Services

Karen Fite and Nikola Trumbo 1-2 units of HD292 Independent Study

MAY/JUNE INTENSIVES (May 19 - June 16)

May 19 - 24: 8:00 AM - 4:00 PM, daily

HD/S234 Ego Psychology, Object Relations and the Psychology of Self (LC)

Stan Smith 3 units

HD/S373 Peace Education Week (D)

Louise Derman-Sparks & Betty Jones 3 units

May 26 - 30: 8:00 AM - 4:00 PM, daily

HD/S308 Women in Administration (C)

Pamela Powell 3 units

June 2 - 6: 8:00 AM - 4:00 PM, daily

HD/S253 Child Sexual Abuse (LC)

Ruth Beaglehole 3 units

June 9 - 13: 8:00 AM - 4:00 PM, daily

HD/S361 Social Environments of Afro-Americans (D)

Mae Pendleton Cowan 3 units

HD/S440 Administration of Child Care Facilities (C)

Bernice Augenbraun & Marilyn Montenegro 3 units

(Over)

ADDITIONAL CLASSES

Fall 1985:

Ed/S232 Introduction to Public Schools and to Mainstreaming
Mae Pendleton Cowan
9:00 AM to 1:30 PM, Friday

Spring 1986:

Ed/S232 Introduction to Public Schools and to Mainstreaming
Mae Pendleton Cowan
9:00 AM to 1:30 PM, Friday
Beginning April 1st for 10 weeks

Ed/S238 Education in a Social/Political Context
Louise Derman-Sparks
12:30 - 4:30 PM, Thursday
Beginning April 1st for 10 weeks