***Developmental and Clinical Child Psychology Specialisation***

**Title of the course:** Development and mental health in infancy and early childhood 1.

**Course code:** PSYM21-DC-101

**Head of the course:** Egyed Katalin

**Academic degree:** PhD

**Position:** Habil. associate professor

**MAB status:** A (T)

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| **Az oktatás célja angolul** |

**Aim of the course:**

The course focuses on human development and mental health from zero to five years of age, strongly emphasizing the importance of the ecological framework for human development, child-parent relationship and early attachment. Our special aim is to provide an insight into the philosophy and function of institutions/services and professions that are relevant regarding early development and mental health. Besides providing up-to-date and profound knowledge, we are aiming to help students enhance their professional curiosity and openness to evidence-based practice and improve their skills related to parent-interview and observation of parent-child interactions. To meet these goals, students actively participate in knowledge acquisition in the form of both individual and group work and gain their own experience with a family (raising a 0.5-5-year-old child), relevant institutions/services (e.g. day-care, kindergarten), and professions (e.g. special education teacher, kindergarten teacher, health visitor).

**Learning outcome, competences**

knowledge:

* global knowledge about typical development in infancy and early childhood
* up-to-date and profound understanding of the role of the environment in typical

development

* importance of early attachment, developmental disorders and research
* general knowledge about daily child care services (kindergarten, daily nursery)
* competences of professions working in early childhood services

attitude:

* acquiring a critical and reflective way of professional decision making and thinking instead

of accepting the authoritarian and habitual practice

* openness to professionally grounded knowledge and innovations
* developmentally based approach
* openness to taking/changing theoretical perspectives
* accepting and respecting individuality and uniqueness
* respecting children’s and parents’ rights
* empathy in professional relationships with children, parents, and colleagues
* maintaining partnership with the colleagues in a multidisciplinary team
* maintaining a balance between cooperation with other professionals and our own

professional integrity

skills:

* developmentally based understanding of a child’s current status
* ability to recognize and respect the variability of typical development
* ability to synthetize various dimensions of different theoretical models
* ability to use general knowledge in order to understand an individual
* ability to use theoretical knowledge flexibly when visiting a family while respecting and considering all ethical principles

autonomy, responsibility:

* Students are able to apply the acquired knowledge and attitude, and recognize the connections related to the subject on their own.
* The acquired knowledge should be applied in accordance with the ethical guidelines of psychology.

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| **Az oktatás tartalma angolul** |

**List of the topics of the three-part course**

* Sameroff unified model of human development
* Developmental psychopathology approach and its significance
* Research in early attachment and its relevance
* „Infant mental health”
* Neural plasticity and its importance in human development
* The human social being – in infancy and early childhood
* Parenting
* Institutions and professions supporting early childhood development
* From theory to practice – field tasks in a family with a child under 5 years of age

**Learning activities, learning methods**

* lecture/theoretical seminar
* group activity in class
* individual literature preparation
* reading and presenting literature
* project work (group work) with individual field tasks
* presentation of project work in groups
* individual field task in a family

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| **A számonkérés és értékelés rendszere angolul** |

**Learning requirements, mode of evaluation and criteria of evaluation:**

* written test/exam
* individual and group activity in class
* individual work in the field
* project work in group
* presentation and assignment (individual field work)

Mode of evaluation: exam mark

a five-point grading scale based on the different course activities

Criteria of evaluation:

* professional knowledge in the written test/exam
* individual effort in the implementation of the individual and group tasks and the quality of the task-implementation
* quality of the presentations and assignments
* quality of the project work
* individual and creative ideas and solutions

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| **Idegen nyelven történő indítás esetén az adott idegen nyelvű irodalom:** |

**Required readings**

* Cassidy, J. & Shaver, P.R. (Eds.) (2016). Handbook of Attachment: Theory, Research, and Clinical Application, The Guilford Press
* Mares, S., Newman, L., Warren, B. (ed.s) (2011): Clinical Skills in Infant Mental Health. The first three years. ACER Press
* Zeanah Jr., C. H. (ed.) (2019): *Handbook of Infant Mental Health*. The Guilford Press

**Recommended readings**

* Bremner, J. G. and Wachs, T. D. (eds.) (2010): The Wiley-Blackwell Handbook of Infant Development. Volume 1-2, The Wiley-Blackwell
* Updated list of articles and book chapters.

**Course-specific information (specific to a given lecture or seminar)**

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| **General data** |

**Specific (sub)title of the course (if relevant):**

**Specific (sub)code of the course (if relevant):**

**Date and place of the course:**

**Name of the lecturer:**

**Department of the lecturer:**

**Email of the lecturer:**

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| **Specific syllabus/schedule of the lecture/seminar (if relevant)** |



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| **Further specific information (eg. requirements) (if relevant)** |