

## **Course Description**

### **Development and mental health in infancy and early childhood II**

<b>Aim of the course</b>
--------------------------

#### **Aim of the course:**

The aim of the course is to provide up-to-date knowledge on atypical development and mental health disorders in infants and young children. The course also provides a developmentally based approach to understand conditions, problems, and disorders causing challenges for families. This approach also takes into consideration the social context around the child including his/her direct relationships and the cultural environment, and – beyond the difficulties and unresolved problems – the resources and strengths of the child and the family.

Regarding the early childhood, the course gives pertinent information the students need to understand the different professionals and their competencies around the child with atypical development and mental health problem. In the seminars a stressful role is given to the students' individual activities, experience with a young child's development, and the understanding and presentation of this experience as a case study.

#### **Learning outcome, competences**

knowledge:

- atypical development in infancy and early childhood
- the role of environment in understanding atypical development
- essentials of a developmentally based approach to the classification of mental health and developmental disorders occurring in infants/young children
- understanding of early relationship and attachment in case of atypical development and mental health disorders in infancy and early childhood
- professionals around the child with atypical development – competencies of different professionals

attitude:

- critical and argumentative thinking
- openness to professionally grounded knowledge, practice, and inventions
- developmentally based approach
- accepting and respecting the individual and uniqueness
- respecting children's and parents' rights
- maintaining partnership with the colleagues in a multidisciplinary team
- maintaining a balance between cooperation with other professionals and our own professional integrity
- openness to theoretical perspective taking/changing
- empathy in professional relationships with the children, parents, and colleagues

skills:

- developmentally based understanding of a child with atypical development
- ability to take a multidisciplinary team-based approach to atypical development
- ability to synthesize different dimensions and aspects to understand a child's development
- ability to use acquired general knowledge to understand a child as a unique individual
- ability to use the theoretical knowledge flexibly and in an innovative way, respecting the principles for professional ethics
- ability to draw methodologically grounded professional conclusions

## Content of the course

### Topics of the course

The course consists of two units: 1.) a theory/research- and a 2.) practical-oriented part with the following topics:

- Atypical development in infancy and early childhood (preterm babies, atypical motor and cognitive development, atypical development of the sensory organs)
- Classification of mental health and developmental disorders in DC:0-5
- Exploring the approach and competencies of professions related to mental health and intervention in infancy and early childhood
- Presenting a case study about a family rearing a child (0-3 years) either with typical or atypical development

### Learning activities, learning methods

- to read and present literature
- project work on the field
- individual field work and its presentation
- case study based on the field work
- group activity in class
- lecture

## Evaluation of outcomes

### Learning requirements, mode of evaluation, criteria of evaluation:

requirements

- written test/exam
- individual and group activity in class
- individual work on the field
- project work
- the presentations
- case study

mode of evaluation: a five-point grading scale based on the different course activities

criteria of evaluation:

- professional knowledge in the written test/exam
- invested individual work in the individual and group activities and its quality
- the quality of group activities
- quality of the presentations
- quality of the project work
- quality of the case study
- individual and creative ideas and solutions

## Reading list

### Compulsory reading list

- Bremner, J. G. and Wachs, T. D. (eds.) (2010). *The Wiley-Blackwell Handbook of Infant Development*. Volume 2 Applied and policy issues
- Lewis, M. & Rudolph, K. D. (2014). *Handbook of Developmental Psychopathology*, Springer
- Shulman, C. (2016). *Research and Practice in Infants Mental Health*, Springer

- Zeanah, C. H. Jr.(ed.) (2009). *Handbook of Infant Mental Health*, The Guilford Press, NY, London.
- Zero to Three (2016). *DC:0-5<sup>TM</sup>, Diagnostic Classification of Mental Health and Developmental Disorder of Infancy and Early Childhood*, Washington, DC

**Recommended reading list**

- Mares, S., Newman, L., & Warren, B. (2011). *Clinical Skills in Infant Mental Health*, Acer Press