**Title of the course:** Development and mental health in infancy and early childhood 2.

**Course code:** PSYM21-DC-104

**Head of the course:** Szalai Gerda

**Academic degree:** PhD

**Position:** Senior lecturer

**MAB Status:** A (T)

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| **Az oktatás célja angolul** |

**Aim of the course:**

The aim of the course is to provide up-to-date knowledge of 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 children including their direct relationships and the cultural environment, and – beyond the difficulties and unresolved problems – the resources and strengths of the children and their families.

Regarding early childhood, the course gives relevant informationon how to to understand different professionals and their competences around children with atypical development and mental health problems. In the seminars, a focused role is given to 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 the 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 relationships and attachment in case of atypical development and mental health disorders in infancy and early childhood
* competences of different professionals around children with atypical development

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 taking/changing of theoretical perspectives
* empathy in professional relationships with children, parents, and colleagues

skills:

* developmentally based understanding of children with atypical development
* ability to take on 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 of professional ethics
* ability to draw methodologically grounded professional conclusions

autonomy, responsibility:

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

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| **Az oktatás tartalma angolul** |

**Topics of the course**

The course consists of two units: 1.) a theory/research- and a 2.) practice-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 competences 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**

* reading and presenting literature
* project work in the field
* individual field work and its presentation
* case study based on the field work
* group activity in class
* lecture

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

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

requirements

* written test/exam
* individual work in the field
* project work
* presentations
* case study

mode of evaluation:

Practice mark

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
* quality of the presentations
* quality of the project work
* quality of the case study
* individual and creative ideas and solutions

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

**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:0-5TM, 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

**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)** |