



UNIVERSITY OF NORTHERN COLORADO

---

## Extended Campus

College of Education & Behavioral Sciences  
School of Special Education

EDSE 508-952: Introduction to Infant & Early Mental Health  
Spring 2021 (3 credits)

Noelle Hause EdD, LPC, IMH-E® (IV)-C  
970-396-9061  
Noelle.hause@unco.edu

### Course Description

This course is designed to provide counselor candidates, teacher candidates, and other related professional candidates preparing to work with infants and young children, with current research and practices related to the field of infant and early childhood mental health. This includes social and emotional development, screening, assessment and intervention, brain development, the effects of toxic stress and trauma on brain development, the role of responsive caregiving as a mitigating factor for adverse conditions, and professional areas of development such as reflective practice and infant mental health endorsement.

This course will combine online learning, readings, and application of knowledge to a case study through face-to-face online course hours, with related assignments.

### Course Purpose

This graduate level course is designed to introduce you to infant mental health and recommended practices in EC/ECSE education and therapeutic settings for children birth through 5 years of age. This course should be used as a time to integrate theory, research and best practices in your work with young children.

At the end of this course, counselor candidates, teacher candidates, and other related professional candidates will be knowledgeable about working with infants, young children and their families, identified with social, emotional, behavioral and/or mental health concerns.

### Relationship of this Course to the Program Knowledge Base

- There are gaps in the public's understanding of the existence of children's mental health, the causal factors of their mental health, as well as appropriate treatment
- Infant and young children do have mental health
- Infant and young children's mental health is different than youth and adults.
- Infant and young children's mental health gets lost in the broader child development spectrum
- There are many things that contribute to infant and young children's mental health (risk and protective factors)
- Infant and young children's mental health is rooted in relationships with caregivers
- Brain development is impacted by genetic and environmental factors
- Assessment processes are multifaceted and contextual

- Infant and young children’s mental health is not an individual concern but rather a societal public health issue
- The larger mission of education, behavioral health and wellness is best served when early interventionists (teachers, therapists, social workers, medical providers) collaborate with families and other professionals
- The science of infant and young children’s mental health is predictive of life long health and wellness and there are solutions.

## **Professional Standards Met**

See Appendix A

Infant Mental Health Endorsement Competencies has been mapped to the learning objectives in this course so that participants know which competencies they meet upon completion of the course

<http://coaimh.org/endorsement-information/>

Upon approval of this course, standards will be identified in: counseling, early childhood and early childhood special education departments.

## **Course Objectives**

The learner will be able to:

- Explain the public’s perception about infant and early mental health
- Explore the importance of relationships with caregivers as a foundation for mental health/social emotional development
- Link brain science to infant and young children’s mental health/social emotional development
- Promote social and emotional development in infants and young children
- Identify risk factors that impact infant and early mental health
- Identify protective factors that impact infant and early mental health
- Discuss and identify the impact of trauma on children’s development.
- Explore the importance of responsiveness to family culture, values, beliefs and commitments to infant and early mental health.
- Collaborate effectively with families of infants and young children through the screen, assessment and intervention processes
- Identify screen and assessment practices related to infant and early mental health
- Identify intervention practices related to infant and early mental health
- Explain the importance of the role of the early interventionist in infant and early mental health practices
- Explore the impact of professional secondary traumatic stress
- Explore professional opportunities in the field of infant and early mental health

## **Content of the Course**

- ***Foundations of Infant Mental Health. – Historical perspective***
  - What is Infant Mental Health?
  - History of Infant Mental Health
  - Public Perception of Children’s Mental Health – Reframing Children’s Mental Health
- ***Understanding and Promoting Social Emotional Competency***
  - Development of Emotions
  - Complexities of Emotional Development related to Other Areas of Development

- Ways Children learn about Emotions
- The Importance of Relationships as a Foundation for Social Emotional Development
- The Concept of Emotional Literacy
- Indicators of Social and Emotional Competency
- ***Toxic Stress and Trauma: Impact on Brain Architecture***
  - Brain Development
  - Risk Factors
    - Adverse Childhood Experiences Research
    - Generational Stress and Trauma
    - Historical Trauma
  - Protective Factors
    - Research related to resiliency
    - Generational Protective Factors
- ***Importance of Family and Culture***
  - Role of Families
  - Working within a Family's Cultural Values, Beliefs and Commitments
  - Collaboration with other related Partners
- ***Screening and Assessment***
  - Screen tools
  - Assessment Tools
  - Overview of DC:0-5 diagnostic criteria
- ***Interventions***
  - Trauma Informed Practice
  - The continuum of service delivery models
  - Adapting the routines, activities and environment for successful social emotional development
  - Evidence based Treatment Interventions
- ***Professional Development***
  - Secondary Traumatic Stress
  - Infant Mental Health Endorsement
  - Reflective Supervision

**Course requirements**

- No prerequisites

**Required text for the course**

- Understanding Early Childhood Mental Health: A Practical Guide for Professionals by Susan Janko Summers and Rachel Chazan-Cohen, **ISBN-13:** 9781598570755, **ISBN-10:** 1598570757, **Publisher:** Brookes Publishing Company, **Publish Date:** December 2011.
- Emotional Connections: How Relationships Guide Early Learning by Perry McArthur Butterfield, Carole A Martin and Arleen Pratt Prairie, Zero to Three, 2004.
- Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood, (DC: 0-5), Zero to Three, 2016

Supplemental readings will be provided in Canvas

Assignments	Points
Class Participation, 5 points/week (14 weeks)	70
4 Quizzes at 10 points each	40
Article Analysis x 2: 50 pts each	100
Reflective Journal	90
Final Project: Case Application	100
<b>TOTAL</b>	<b>400</b>

**Grading Criteria:** There will be a possibility of earning approximately 450 points this semester. Final grades will be assigned using the following scale:

Grade	Percentage	Grade	Percentage
A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	< 60

### Course Policies and Expectations

- Regular class attendance and online participation are expected, and both are essential components of student learning. Participation points for the class you miss will be deducted.
- Cell phones should be turned off during class for face to face course time (e.g., no emailing, text messaging, etc.). Laptops may be used for the purpose of taking notes. Sending emails, working on assignments, passing laptops around to others, etc. is not acceptable during class. The instructor reserves the right to ask students to shut down their laptops or to leave class.
- Each assignment is due on the specified due date as per the course schedule. Any variation from established due dates must be negotiated with the course instructor one week prior to the specified due date. Each assignment must be typed and follow APA guidelines.
- No incomplete grades will be given without consent of the instructor in advance. Incomplete grades will be assigned at the instructor's discretion and are reserved per UNC policy for emergency situations.
- Written Work:
  - All written assignments must be typed or word-processed and must be double-spaced with 1-inch margins and 12-point font (unless otherwise specified). Use APA style for citations and references.
  - If you are in doubt about your writing ability or if you just want to become a better writer, please avail yourself to the services of the University Writing Center. It provides free and confidential tutoring assistance for all writing from English 122 essays to doctoral dissertations. *Contacting the Writing Center Office:* Ross 1230, Hours: Mon–Fri, 9a.m.–5p.m.

### Accommodations Statement

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit [www.unco.edu/dss](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.

## **Academic Honesty**

Students are required to follow guidelines related to academic honesty as outlined in the student handbook, available at <http://www.unco.edu/dos/docs/StudentHandbook.pdf> . Also see guidance related to plagiarism at [http://www.unco.edu/dos/student\\_plagiarism.html](http://www.unco.edu/dos/student_plagiarism.html).

The ECSE faculty have also implemented the following policies with respect to originality of products: Policy on Originality of Products: You are encouraged to build upon your own previous work from other classes and programs, and to integrate material and ideas that you have learned in other classes into this class, with appropriate referencing. But projects from other classes are not to be duplicated and turned in to fulfill this course's requirements, nor can you take work that you completed in another class and simply re-configure it, or enhance it, for this class. You also cannot take a project done in this class by another student who took this class at an earlier date, or is in this class now, and submit it as your project with or without minor changes. In other words, you are expected to do original work for each project and assignment that you complete in this class. Failure to do so means that, at the very least, you will receive an automatic "F" on that assignment, and the instructor can take additional action if he/she feels that it is necessary.

## **Inclusivity Statement**

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.

## **Liability Statement pertaining to field experiences:**

UNC purchases insurance that provides liability coverage to teacher candidates (subject coverage limitations and deductibles of the applicable insurance policy) for claims made against the teacher candidate while s/he is acting in the course and scope of her/his responsibilities in field experience. Such coverage is subject to limitations and exclusions for, among other things, alleged intentional acts and other uncovered claims. The teacher candidate, during her/his practice teaching in a school is deemed an employee of the school district for the purposes of workers' compensation and liability insurance as provided for other school employees.

Personality Liability: It is each teacher candidate's choice to determine if s/he wishes to purchase additional liability coverage. Several professional organizations, including but not limited to the Colorado Education Association, the Council for Exceptional Children, and the National Education Association, offer personal – professional liability insurance that can be purchased by the teacher candidate at her/his expense.

## **Requesting Transcripts**

There are two options for requesting transcripts. For an unofficial transcript, on your Student tab in URSA, choose "Unofficial transcript" located under the "Grades" heading. For an official transcript, go to: <http://www.unco.edu/registrar/etranscripts.aspx>.

## **Billing**

All students will receive a billing notification in their UNC student email account. Please make sure to activate your UNC student email in order to receive billing notification and payment information. UNC does not send bills via postal mail.

## **APPENDIX A**

### **Professional Standards Met in the Course**

Infant Mental Health Endorsement Competencies will be mapped for the learning objectives in this course so that participants know which competencies they meet upon completion of the course.

<http://coaimh.org/endorsement-information/>

Upon approval of this course, standards will be identified in counseling, early childhood and early childhood special education departments.