



UNIVERSITY OF NORTHERN COLORADO

Extended Campus

College of Education & Behavioral Sciences
School of Teacher Education
Special Education

EDSE 513-953: Professional Renewal

Diagnostic Classification of Mental Health & Developmental Disorders of Infancy & Early
Childhood (DC: 0-5); 2 credits
Spring 2021

Course Description

This course is designed to provide graduate level students in the areas of psychology, social work, special education and counseling, and other related majors, a clear understanding of *DC: 0-5 - Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood*, (Zero to Three, 2016).

This course will combine community learning, lecture, and application of knowledge to case studies through a two-day, face-to-face format with follow-up online community of learning meetings and case application.

Course Purpose

This course is designed to introduce graduate students to *DC: 0-5 - Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood*, (Zero to Three, 2016) for the purpose of understanding the diagnostic process for infants and children, birth to 5 years of age.

Relationship of this Course to the Program Knowledge Base

- Infants and young children do have mental health
- Infants and young children's mental health is different than youth and adults.
- Infants and young children are often misdiagnosed with youth and adult diagnoses
- Infant and early childhood mental health influences development
- Infant and early childhood mental health is integrally connected to all domains of development
- Infant and young children's mental health gets lost in the broader child development spectrum
- Infant and young children's mental health is rooted in relationships with caregivers

Professional Standards Met

The *Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health (IMH-E ®)* 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, psychology and early childhood special education departments.

Course Objectives

The learner will be able to:

- Become familiar with the history and development of the diagnostic classification systems of mental health and developmental disorders culminating in the current edition, DC: 0-5
- Receive a brief overview of IECMH and its concepts
- Learn recommended best practice for diagnosis using DC: 0-5
- Understand the purpose, risks and benefits of infant and early childhood diagnosis and classification
- Become familiar with DC: 0-5:
 - a. Learn about the purpose of maintaining the five axes and the content of each axis, including the mental health disorders and criteria on Axis I
 - b. Learn how DC: 0-5 compares with other prominent nosologies such as DSM-5 and ICD-10
 - c. Explore implications for reimbursement and use of crosswalk

Content of the Course

- ***Development of DC: 0-5***
 - Relationships between babies and mental health
 - History and development of diagnostic classifications for babies
 - Introduction to the multiaxial system
- ***Approach to diagnosis***
 - Wide range of appropriate development in babies and young children
 - Red flag emotional or behavioral patterns
 - Purpose and nature of diagnosis
 - Multiple modes of assessment
- ***Axes III, IV and V***
 - Physical Health Conditions and considerations
 - Psychosocial Stressors
 - Developmental Competence
 - Cultural Formulation
- ***Axes I and II***
 - Clinical Disorders
 - Relational Context
- ***Screening, Assessment and Intervention Considerations***
 - Screen
 - Assessment
 - Intervention
- ***Professional Development***
 - Application of criteria through learning collaborative

Course requirements

- Must be graduate level
- Course face-to-face meeting dates will be 10/24 & 11/7 via Zoom
- Course will have three scheduled meetings in Canvas; dates will be provided

Required text for the course

- Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood, (DC: 0-5), Zero to Three, 2016

Grading Criteria

Pass / Fail – Attendance on both days, as well as participation in on-line collaborative learning meeting are required to pass.

Assignments	
Class Participation: 2 full days on Zoom (April 3 & 10, 2021)	Required
Collaborative On-line Meetings x 3	Required
Final Case Application	Unsatisfactory/Satisfactory

Course Policies and Expectations

1. Regular class attendance and online participation are expected and both are essential components of student learning to earn credit for the course
2. 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.
3. 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.
4. Written Work:
 - a. 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.
 - b. 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 Resource Center, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit 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.

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.