

MH201
Infant/Toddler Mental Health
3 Credits

Instructor: Cece Wiens

Original Developer: Angela Wilm

Current Developer: Cece Wiens

Reviewer: Joanne McDonald

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Alternate Delivery: Yes

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MH201 Version: 4



Infant/Toddler Mental Health

Calendar Description

This course is designed to provide a foundation in the concepts and theories related to supporting infant/toddler mental health. This course explores infant/toddler mental health with a special focus on attachment theory. Students have the opportunity to learn specific strategies to promote healthy families in relation to supporting infant/toddler social emotional development.

Rationale

This is a required course for Community Mental Health certificate students. Awareness of social emotional development is becoming more prevalent as it relates to overall health and well-being. Human Service professionals must be knowledgeable about theories and concepts related to infant toddler mental health to provide support within their services and to make referrals to outside professionals when necessary.

Prerequisites

None

Co-Requisites

None

Course Learning Outcomes

Upon successful completion of this course, students will be able to

1. define and discuss the concept of infant/toddler mental health in the context of relationship with the infant's/toddler's family.
2. discuss potential risks to social emotional development.
3. recognize and explain types of attachment as related to relationships between child and parent.
4. summarize classifications of various disorders that can occur in infancy, toddlerhood and early childhood.
5. describe community caregiver's role in terms of supporting infant/toddler mental health

6. explain different types of relationships that can affect mental well being of infants, toddlers, and preschoolers.
7. create a list of resources for supporting infants/toddlers and young children in terms of supporting social emotional wellbeing.
8. identify potential causes of maltreatment and trauma and describe risk and resiliency in child development.
9. discuss the purpose of screening and assessment in early childhood.

Resource Materials

Required Textbook:

Janko Summers, S., & Chazan-Cohen, R. (2012). *Understanding early childhood mental health: A practical guide for professionals*. Baltimore, MD: Paul H Brookes Publishing Co.

Zero to Three (Organization). (2016). *DC:0-5: Diagnostic classification of mental health and developmental disorders of infancy and early childhood*. Washington, DC: Author.

Required Online Free Resource Material:

- a. A series of articles assigned by the instructor are also used as course materials.
- b. A series of website and videos are also used as course materials.

Conduct of Course

This course is conducted completely on-line using Desire 2 Learn.

Evaluation Procedures

Case Scenarios	20%
Resource File	20%
Graded Discussions	30%
Research Paper	30%

Grade Equivalents and Course Pass Requirements

A minimum grade of D (50%) (1.00) is required to pass this course.

Letter	F	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
Percent Range	0-49	50-52	53-56	57-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-100
Points	0.00	1.00	1.30	1.70	2.00	2.30	2.70	3.00	3.30	3.70	4.00	4.00

Students must maintain a cumulative grade of C (GPA - Grade Point Average of 2.00) in order to qualify to graduate.

Attendance

Due to the fact that this course is on-line, attendance is demonstrated by keeping up with readings and assignments, participation in dialogue on the discussion board and completing course work and assignments to the satisfaction of the instructor.

In cases where illness impedes participation, the student may be requested to submit a medical certificate.

Course Units/Topics

1. Concept of Infant/Toddler and Early Mental Health
2. Potential Risks to Social Emotional Development
3. Clinical Disorders
4. Caregivers Role in Early Childhood Setting
5. Risk and Resiliency in Development
6. Trauma and Neglect in Early Development
7. Developmental "milestones" and attachment
8. Screening and Assessment Tools in Early Child Development
9. Mental Health Interventions for Infants and Toddlers
10. Reflective Practice and Supervision



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