Syllabus

MODELS OF INTERVANTION IN INFANT MENTAL HEALTH
- 3426

Last update 19-11-2013

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: M.A. in Early Child Studies

Academic year: 2

Semester: 1st Semester

Teaching Languages: hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Esther Bamberger

Coordinator Email: estherbamberger@gmail.com

Coordinator Office Hours: By appointment

Teaching Staff:
Esther Bamberger
Course/Module description:
This course is an advanced course in early childhood mental health. The course will discuss key issues in the field of intervention in this area - who is the patient?, cultural influences, evaluation and diagnosis, playing and creating a therapeutic alliance. We will review the major models for therapeutic intervention with preschool children and their parents, that have similar emphasis on the parent-child relationship as a focus for intervention aimed at promoting mental health of young children. Examine "gates" of possible interventions, the considerations of intervention model selection, and review intervention modalities based on different theoretical approaches. The course will focus on the integration of theoretical concepts learned, understanding and professional practice of the students in their encounter with preschool children and their parents. Course assignments will be based on an analysis of cases and situations which students experience in their work with young children and their parents.

Course/Module aims:
Understanding the centrality of the parent-child relationship in interventions related to promoting mental health of young children, familiarity with key issues in the field of mental health intervention and early childhood and a range of intervention models in this area, the connection between theoretical concepts learned to experiences in the professional work of students.

Learning outcomes - On successful completion of this module, students should be able to:
Discuss the major issues affecting the interventions in the field, describe and distinguish between different types of interventions in early childhood mental health, actions taken and the rationale behind them.
Examine the options for the application of the models, concepts and issues learned to their professional work

Attendance requirements(%):
80

Teaching arrangement and method of instruction: Lecture, discussion and classroom demonstration

Course/Module Content:
Introduction - who is the patient in the field of mental health in early childhood?
Major issues in the field - cultural influences, evaluation, diagnosis and psychopathology, game, therapeutic alliance
Key intervention approaches - wait watch and wonder, parental awareness levels, reflective parental capacity development, video interaction guidance, circle of security, consulting in early childhood education, foster care and adoption, child-parent psychotherapy.

Required Reading:
The student can choose items from the bibliographic list for preparing course assignments. All articles are on the course website. The bibliographic list appears in the section of further reading material

Additional Reading Material:
Reading list

Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 0 %
Project work 0 %
Assignments 30 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 70 %

Additional information:
At the end of the course students will do a personal home exam
2 exercises during the semester will be submitted in pairs
The course includes a site that has all the bibliographic material and classes presentations.
Course assignments are based on the reading of the items from the bibliographic list to the student's choice.
This "syllabus" is just a summary of the main points of the course and does not replace the detailed syllabus which appears on the course website. The detailed syllabus is determines the reading list and obligations in the course.