

## *The Hebrew University of Jerusalem*

### *Syllabus*

## **MENTAL HEALTH IN EARLY CHILDHOOD - 2 - 3315**

*Last update 10-11-2013*

*HU Credits:* 2

*Degree/Cycle:* 2nd degree (Master)

*Responsible Department:* Graduate Program in Early Childhood Studies

*Academic year:* 2

*Semester:* 1st Semester

*Teaching Languages:* Hebrew

*Campus:* Mt. Scopus

*Course/Module Coordinator:* Professor Cory Shulman

*Coordinator Email:* [cory.shulman@mail.huji.ac.il](mailto:cory.shulman@mail.huji.ac.il)

*Coordinator Office Hours:* Wednesdays 12:00-13:00

*Teaching Staff:*

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Prof Cory Shulman

Course/Module description:

*This course, a continuation of Mental Health in Early Childhood - 1, focuses on practical applications of the theoretical concepts presented in Mental Health in Early Childhood - 1. During the semester we will deal with everyday issues which have an impact on the emotional well being of young children. Each student will focus on one child throughout the semester and we will relate to the social and emotional implications as they are expressed in that child's mental health status. We will discuss the importance of assessment as the first step in building an individual therapeutic intervention program, raise the appropriateness of different intervention models in early childhood mental health and finally the students will build an intervention program, which involves social, emotional, language and development considerations and intervene accordingly.*

Course/Module aims:

- 1. Conduct a mental health assessment on a young child with some question regarding the child's mental health status.*
- 2. Analyze the results from the assessment and begin establishing an intervention program.*
- 3. Become familiar with theoretical and practical aspects of models of intervention in early childhood.*
- 4. Rationalize choice of intervention strategy by understanding its theoretical base.*

Learning outcomes - On successful completion of this module, students should be able to:

- 1. Identify the components of a mental health assessment for young children.*
- 2. Analyze the assessment according to theoretical and practical considerations.*
- 3. Provide a rationalization for analyses and decision making regarding intervention.*
- 4. Write a report summarizing the assessment, the intervention program, incorporating theoretical basis.*

Attendance requirements(%):

100%

*Teaching arrangement and method of instruction: The teaching method of this course involves frontal lectures taught by the faculty member responsible for this course to teach the theories behind assessment and models of intervention in early childhood mental health. In addition, the students will present examples reflecting the issues and dilemmas in the field of infant and early childhood mental health.*

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### Course/Module Content:

*This course includes assessing the mental health status of a young child. In order to complete the assessment, the students will have to choose appropriate tools which will be presented in the course. Students will then learn about general interventions in infant mental health such as Floor Time, Communication Intervention, and Play Therapy which will help them to develop a strong relationship with the child. Next they will learn consulting skills to work with parents and professionals who are working with the child. Finally, specific behavioral and developmental issues will be dealt with in accordance to the cases which the students bring for discussion in class. The problems includes social problems, sleep problems, aggression, tantrumming, and others.*

### Required Reading:

None

### Additional Reading Material:

*Axline, V. (1969). Play therapy – Revised. New York: Ballantine Press.*  
*Barbarin, O. A., (2007). Mental health screening. American Journal of Orthopsychiatry, 77(3), 402-418.*  
*Barkley, R. A., Shelton, T. L., Crosswait, C., Moorehouse, M., Fletcher, K., Barrett, S. & Metevia, L. (2003). Multi-method psycho-educational intervention for preschool children with disruptive behavior: Preliminary results at post-treatment. Journal of Child Psychology and Psychiatry, 41(3), 319-332.*  
*Benham, A. L. (2000). The observation and assessment of young children including the use of the infant-toddler mental status exam. In C. H. Zeanah (Ed.). Handbook of infant mental health (pp. 249-265). New York: Guilford Press.*  
*Brazelton, T.B. & Cramer, B.G. (1990). The earliest relationship: Parents, infants and the drama of early attachments. (pp.131-166). Massachusetts: Addison-Wesley.*  
*Douglas, J. (1989). Behavior problems in young children. London: Travistock, Routledge.*  
*Edwards, C. D. (1999). How to handle a hard-to-handle kid: A parents' guide to understanding and changing problems behaviors. Minneapolis, MN: Free Spirit Publishing.*  
*Eyberg, S. (1988). Parent-child interaction therapy: Integration of traditional behavioral concerns. Child and Family Behavior Therapy, 10(1), 33-45.*  
*Eyberg, S. M., Funderburk, B. W., Hembree-Kigin, T. L., McNeil, C. B., Querido, J. G., & Hood, K. K. (2001). Parent-child interaction therapy with behavior problem children: One and two year maintenance of treatment effects in the family. Child & Family Behavior Therapy, 23(4), 1-20.*  
*Fraiberg, S., Adelson, E., & Shapiro, V. (1975) "Ghosts in the nursery - A psychoanalytic approach to the problems of impaired infant-mother relationships". Journal of the American Academy of Child Psychiatry, 14, 387-421.*  
*Gettinger, M., Elliot, S. & Kratchwoill, T. (Eds.) (1992) Preschool and early childhood*

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treatment directions. Hillsdale, N.J.: Lawrence Erlbaum.

Greenspan, S. & Meisels, S. (1994). *Toward a new vision for the developmental assessment of infants and young children. Zero to Three*, 14.

Greenspan, S. (1995). *The challenging child*. New York: Addison-Wesley Publishing.

Greenspan, S. (2000). *Building healthy minds*. Cambridge, MA: Perseus Books.

Jacques, P. (2007). *Understanding children's problems: Helping families to help themselves*. London: Unwin Paperbacks.

Lieberman, A. & Paul, Y. (1993). *Infant-parent psychotherapy*. In C. Zeanah, (Ed.), *Handbook of infant mental handbook*, (p. 427-442). London: Guilford Press.

Lieberman, A. E. (1993). *The emotional life of the toddler*, (pp. 123-147), (pp.148-172), (pp.202-220), New York: The Free Press.

McDonough, S.C. (1993). *Interaction guidance*. In C. Zeanah, (Ed.), *Handbook of infant mental handbook*, (p. 414-426). London: Guilford Press.

Meyer, E. C., Zeanah, C.H., Bouyakis, C.F.Z. & Lester, B.M. (1993). *A clinical interview for parents of high risk infants: Concepts and application*. *Infant Mental Health Journal*, 14, 192-207.

Owens, L. J., France, K. G., & Wiggs, L. (1999). *Behavioural and cognitive-behavioural interventions for sleep disorders in infants and children: A review*. *Sleep Medicine Reviews*, 3(4), 281-302.

Papoušek, M., & Von Hofacker, N. (1998). *Persistent crying in early infancy: A non-trivial condition of risk for the developing mother-infant relationship*. *Child: Care, Health and Development*, 395-424.

Rossetti, L. (1996). *Communication intervention: Birth to three*. San Diego: Singular Publishing Group. (chapter 5)

Steiner, H. (1997). *Treating preschool children*. San Francisco: Jossey-Bass Publishers.

Stern-Bruschweiler, N. & Stern, D. (1989). *A model for conceptualizing the role of the mother's representational world in various mother-infant therapies*. *Infant Mental Health Journal*, 10(3), 142-156.

Touchette, E., Petit, D., Paquet, J., Tremblay, R. E., Boivin, M., & Montplaisir, J. Y. (2005). *Bed-wetting and its association with developmental milestones in early childhood*. *Archives of Pediatrics & Adolescent Medicine*, 159(12), 1129.

Turecki, S. (2000). *The difficult child (second edition)*. New York, Bantam Books.

Winnicott, D.W. (1993). *Playing and reality*. London: Routledge Press.

Zeanah, C. H., Boris, N. W., Heller, S. S., Hinshaw-Fuselier, S., Larrieu, J. A., Lewis, M., Patomino, R., Rovaris, M., & Valliere, J. (1997). *Relationship assessment in infant mental health*. *Infant Mental Health Journal*, 18, 182-197.

Course/Module evaluation:

End of year written/oral examination 0 %  
Presentation 15 %  
Participation in Tutorials 0 %  
Project work 75 %  
Assignments 0 %  
Reports 0 %

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*Research project 0 %*  
*Quizzes 0 %*  
*Other 10 %*

*Additional information:*

*Mental Health in early Childhood-1 is a prerequisite for participating in this course. Each participant must be able to find a child under the age of five for the assignments throughout the semester.*