

# Center for Early Education and Development (CEED)

College of Education and Human Development, University of Minnesota

## 2015 Online Course Schedule

Earn Clock Hours or Academic Credit for Professional Development

SPRING 2015		SUMMER 2015		FALL 2015	
2/02 to 4/06	Parent-Infant Pathways	6/01 to 8/03	Parent-Infant Pathways	9/07 to 11/09	Supporting Stressed Young Children
2/09 to 4/13	Working with Parents	6/01 to 8/03	Bridging Education and Mental Health	9/07 to 11/09	Working with Parents
2/16 to 4/20	Supporting Stressed Young Children			9/14 to 11/16	Premature Babies and Their Parents
3/02 to 5/04	Preschoolers in Movement	6/08 to 8/10	Introduction to Infant Mental Health	9/14 to 11/16	Critical Learning Through Movement
3/09 to 5/11	Bridging Education and Mental Health	6/22 to 8/03	Critical Learning Through Movement (Infants/Toddlers, 6 wks)	9/21 to 11/23	Preschoolers in Movement
3/09 to 5/11	Critical Learning Through Movement	6/22 to 8/03	Preschoolers in Movement (6 wks)	9/28 to 11/30	Bridging Education and Mental Health
3/16 to 5/18	Premature Babies and Their Parents			9/28 to 11/30	Parent-Infant Pathways
				10/05 to 12/07	Introduction to Infant Mental Health

**Bridging Education and Mental Health** (42 clock hours or 1 academic credit) (9 wks). The goal of this course is to find common ground between behavioral and therapeutic approaches to supporting children who engage in challenging behavior. The course material expands on both the functional behavioral assessment and relationship-based teaching to explore what causes and sustains maladaptive behavioral patterns in children's actions and interactions and how early childhood professionals can support the healthy social and emotional development of children.

**Critical Learning Through Movement: Infants and Toddlers Exploring Their World** (42 clock hours or 1 academic credit) (9 wks; summer: 6 wks) In these early ages, movement is developmentally essential for laying a strong foundation for brain development. Physical activity affects the cognitive and social-emotional world while strengthening the child's capacity for movement skills. The course goal is to understand the physical activities of early development that lead to a positive developmental trajectory for each baby and toddler.

**Introduction to Infant Mental Health** (42 clock hours, 9 weeks)

This course is designed for professionals interested in an introduction to the field of infant mental health and intervention with infants, toddlers, and their parents. Readings, video, and observational tasks are included to familiarize students with the foundations of infant mental health and direct work with infants and parents. While not a clinical class, this course introduces the role and function of the infant mental health specialist and the use of relationship and reflection in work with families.

**Parent-Infant Pathways: An Educator's Guide to Providing Information and Support to New Parents** (84 clock hours or 2 academic credits) (9 wks). This course is designed to enhance the work of professionals in early education, early intervention, parent education, nursing, pediatrics, social service, and health care, this course provides specific training around early infant development, parent education, and parent-infant relationships. The course captures key information needed by new parents, has effective strategies and materials to impart this information, and explains how to empower parents and demonstrate support.

**Premature Babies and Their Parents: Information and Insights for Early Intervention Personnel** (84 clock hours or 2 academic credits) (9 wks).

The course provides in-depth insights into the experiences of parents around the premature birth and their experiences in early intervention, effects on the parent/infant relationship, the infant's behavior and development, research based interventions, parent education information and teaching strategies, an emphasis on relationship-based practice, and a review of the literature on outcomes of prematurely born children.

**Preschoolers in Movement: Exploring Their World** (42 clock hours or 1 academic credit) (spring and fall: 9 wks; summer: 6 wks). This course explores physical activity for the preschool child's development physically as well as socially, emotionally, and intellectually. This course will illuminate the current influences facing teachers and parents regarding play and physical activity for preschoolers. Practical application focuses on developmental progressions in locomotion and object control skill as the "whole child" grows through participation in physical play. In the end, the goal is facilitation of physical activities that are fun for preschoolers and set a tone for a future of physical activity engagement and a healthy lifestyle.

**Supporting Stressed Young Children Through Relationship-based Teaching:** (42 clock hours or 1 academic credit) (9 wks). This course is designed for early childhood educators who are working with challenging children in preschool, child care, and early intervention settings, students will learn how relationships with caring adults are the context of all growth and learning for young children. The course explores how relationship history and trauma impact development, as well as how to use "reflective teaching" and "reflective collaboration" to better understand young children and determine what intervention approaches might work for children who are having difficulties.

**Working with Parents of Young Children: Considerations for Special Populations** (84 clock hours or 2 academic credits) (9 wks). This course examines the transactional role of parents and parent-child relationships on child development as well as interdisciplinary childhood mental health principles and strategies for working with parents of young children. Special considerations of how early childhood mental health research informs work with parents with mental illness, chemical dependency, trauma, cognitive delays, adolescent parents, foster, adoptive and kinship parents, parents of children with special needs on parenting and the developing child.

Visit the CEED web site at <http://cehd.umn.edu/ceed/onlinecourses> for more information.

Questions? Contact Karen Anderson, online course manager, at 612-625-6617 or [ander352@umn.edu](mailto:ander352@umn.edu).