



Center for Early Education and Development
College of Education and Human Development, University of Minnesota

2010 Online Course Schedule

Earn Clock Hours for Professional Development

WINTER/SPRING 2010		SUMMER 2010		FALL 2010	
1/25 to 4/26	Seeing is Believing®	6/07 to 8/09	Intro to Infant Mental Health	9/06 to 12/13	Seeing is Believing®
2/01 to 4/05	Supporting Stressed Young Children	6/07 to 8/09	Parent-Infant Pathways	9/13 to 11/15	Supporting Stressed Young Children
2/08 to 4/12	Parent-Infant Pathways	6/14 to 8/16	Bridging Education and Mental Health	9/20 to 11/22	Parent-Infant Pathways
2/15 to 4/19	Intro to Infant Mental Health	6/14 to 8/16	Premature Babies	9/27 to 11/29	Intro to Infant Mental Health
2/22 to 4/26	Premature Babies	6/14 to 8/16	Prenatal Developmental Interventions	10/04 to 12/06	Bridging Education and Mental Health
3/01 to 5/03	Bridging Education and Mental Health			10/11 to 12/13	Premature Babies
3/08 to 5/10	Prenatal Developmental Interventions			10/18 to 12/20	Prenatal Developmental Interventions

Bridging Education and Mental Health (24 contact hours) (9-week session)

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. *"Thanks! Wow! Good ideas to try in my practice."*

Introduction to Infant Mental Health (24 contact hours) (9-week session)

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 explores the role and function of the infant mental health specialist and the use of relationship and reflection in work with families. *"I learned much more than I expected to and found the variety of professionals taking the class interesting. "It is a great way to gain information when working full-time. I would definitely take another online course from CEED."*

Parent-Infant Pathways: An Educator's Guide to Providing Information and Support to New Parents (36 contact hours) (9-week session)

Parent-Infant Pathways captures the key information needed by new parents, has effective strategies and materials to impart this information, and explains how to empower parents and demonstrate support. This course is designed to enhance the work of professionals in the fields of early education, early intervention, parent education, nursing, pediatrics, social service, and health care by providing specific training around early infant development, parent education, and parent-infant relationships. *"I can recommend your course wholeheartedly to those interested in increasing their knowledge in the field of infant development and parent education."*

Premature Babies and Their Parents: Information and Insights for Early Intervention Personnel (36 contact hours) (9-week session)

This course is designed to enhance the skills of early intervention providers and will provide background information about the experiences of parents who have given birth prematurely, the effects of premature birth on an infant's behavior and development, developmental care and other research-based strategies, how to approach intervention using relationship-based practice, and knowledge about the outcome studies of prematurely born children in order to identify developmental challenges in older children born prematurely. *"The class validated how important it is to communicate with parents."*

Prenatal Developmental Intervention: Strategies for Professionals Working with Families During Pregnancy (24 contact hours) (9-week session)

The ways in which children develop and interact with their parents and environment is unique for each child. Seldom do people consider that many of children's behaviors originate in the prenatal period and that, regardless of the outcome, pregnancy begins the parent-infant relationship. What happens during pregnancy, birth, and early postpartum not only sets the stage for parents but can influence the way children develop and interact with their environment throughout life. This course is grounded in the belief that pregnancy is a family experience and has been developed for family educators, social workers, health care providers, and others working with families in childbearing to facilitate positive parent-baby interactions beginning in the prenatal period. *"Joann's developmental approach to parenting prenatally teaches health care providers and parents to listen to and appreciate the personhood of the unborn child so as to honor and validate pregnancy as a parenting experience...even when there is a loss."*

Seeing is Believing (SIB): Videotaping families and using guided self-observation to build on parenting strengths (24 contact hours) (14-week session)

Originally developed as part of the STEEP™ program, Seeing is Believing® is a unique practice that helps parents increase their sensitivity and responsiveness to their babies' cues by using a videotaping strategy. Through videotaping and guided viewing, Seeing is Believing® promotes perspective-taking by giving parents a chance to see, from the camera's point of view, what happens between them and their baby. Seeing is Believing® is designed for education and human service professionals working in the homes of families with very young children.

Supporting Stressed Young Children Through Relationship-based Teaching (24 contact hours) (9-week session)

(formerly called *Relationship-based Teaching With Young Children*)

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 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. *"[This course] renewed my energy for working with my kids. I feel like there are some new ways to help these kids succeed and I'm sure I will revisit this material a lot over the years. Thank you, thank you."*

Visit the CEED web site *Professional Development* page at <http://cehd.umn.edu/ceed> for more information.

Questions? Contact Karen Anderson, online course manager, at 612-625-6617 or ander352@umn.edu.