



## COURSE DATA

### Data Subject

<b>Code</b>	42882
<b>Name</b>	Promoting mental health and child health in schools
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	8.0
<b>Academic year</b>	2022 - 2023

### Study (s)

Degree	Center	Acad. year	Period
2105 - Master's Degree in Perinatal and Child Psychology and Psychopathology	Faculty of Psychology and Speech Therapy	1	First term

### Subject-matter

Degree	Subject-matter	Character
2105 - Master's Degree in Perinatal and Child Psychology and Psychopathology	1 - First year compulsory subjects	Obligatory

### Coordination

Name	Department
CAPAFONS BONET, ANTONIO	295 - Personality, Evaluation and Psychological Treatment
SIMO TEUFEL, SANDRA	300 - Basic Psychology

## SUMMARY

Module 6: *Fostering children's mental health at school* is compulsory and given during the 1<sup>st</sup> Year; 2<sup>nd</sup> semester. It counts for a total of 8 credits.

The overall aim of the module is to convey knowledge and strategies to the students about promoting care for emotional life in early childhood at school from the point of view of teacher/student interaction and active co-participation from the family and the nursery.

The contents of the module are intended to enable early detection of difficulties in adapting, in learning or in language, as well as the child's potential. The focus is on respect for the individual's pace of learning and fostering health.



The seminars will on one hand analyse problematic educational situations, and on the other they will analyze the different methods for observation of infants and children, contrasting macro-analytical and micro-analytical methods.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

1) The Masters is open to students from different disciplines related to the field of health care and education and adheres to equal opportunities between men and women and accessibility for disabled people. Applicants must hold a Spanish or other university degree issued by a higher education institution within the European Higher Education Area, which certifies within the country issuing the degree that they can provide access to masters studies. In general, prior theoretical or practical knowledge is

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 2105 - Master's Degree in Perinatal and Child Psychology and Psychopathology

- Conocer y saber analizar la función de la escuela infantil, sus objetivos y aquellos recursos pedagógicos y humanos con los que debe de estar dotada, para lograr la atención emocional de los niños/a y favorecer la salud mental infantil.
- Conocer el proceso de aprendizaje partiendo de las necesidades, inquietudes y los deseos de los niños. Conocer la importancia de respetar el ritmo individual y el equilibrio entre el desarrollo emocional y el cognitivo, así como estrategias de intervención para conseguir estos objetivos.
- Conocer los procesos emocionales interactivos facilitadores de una adecuada experiencia relacional, y aquellos que la dificultan, en la relación maestroalumno. Partiendo de ésta base, se analizará la función catalizadora del maestro en el aprendizaje del niño.
- Conocer las relaciones familiaescuela y las estrategias que favorecen la integración de los padres en el contexto escolar infantil, con el fin de promover una relación armoniosa, coherente y complementaria entre ambos, que beneficie el aprendizaje del niño y su experiencia escolar.
- Conocer los instrumentos, las estrategias y los modelos disponibles para una detección y abordaje de las dificultades que presentan los niños pequeños en el ámbito educativo, tanto en su adaptación como en el aprendizaje.



- Conocer los diferentes trastornos del lenguaje que pueden manifestarse en la primera infancia y su etiología, así como las diferentes estrategias de detección precoz e intervención pluridisciplinar.
- Saber detectar y resolver situaciones educativas problemáticas y complejas a partir de la observación y del análisis de las mismas, en el contexto de la primera infancia.
- Conocer métodos de microanálisis y de macroanálisis y modelos aplicables en la observación de la interacción padres/cuidadores bebés/niños, en el ámbito del laboratorio, en el contexto familiar y en los diferentes escenarios en los que los bebés y los niños son atendidos.

## LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

**Learning outcomes 1:** To know how to identify educational and human objectives and resources in nurseries to boost emotional care for children and a suitable teacher/student interactive experience to help children's mental health.

**Learning outcomes 2:** To know how to identify children's needs, rhythms, concerns and wishes and be able to create strategies and appropriate learning environments that better aid their socio-emotional development.

**Learning outcomes 3:** To be able to identify and analyze the emotional processes that help provide a suitable interactive experience, and those that make it difficult, in teacher-student relations.

**Learning outcomes 4:** To be able to identify factors that affect family/school relationships and encourage parents' involvement in the context of school for small children.

**Learning outcomes 5:** To draw up strategies for prevention and intervention as regards the difficulties presented by young children in education with respect to their adaptation and learning.

**Learning outcomes 6:** To identify different language disorders that can occur in early childhood and their etiology, and to intervene within an interdisciplinary context.

**Learning outcomes 7:** To detect and analyze complex, problematic educational situations in the context of early childhood, and to propose strategies to solve them.

**Learning outcomes 8:** To be able to observe the parents/caregivers - infant/child interaction by means of microanalysis and macro-analysis, in the laboratory and in natural settings.

## DESCRIPTION OF CONTENTS

### 1. MODULE 6: FOSTERING CHILDRENs MENTAL HEALTH AT SCHOOL

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Caring for emotional life in early childhood at school.

Childrens learning and mental health. Respect for the individuals pace.

The teacher-student transference link.

Active co-participation between the family and childrens school.

Detection and guidance of children with adjustment difficulties.



Early detection of language disorders.

Analysis of problematic educational situations in early childhood and mental health.

Methods of observation of babies and children: microanalysis versus macro-analysis.

Observation in the laboratory and in natural settings.

## WORKLOAD

ACTIVITY	Hours	% To be attended
Without teaching	0,00	100
<b>TOTAL</b>	<b>0,00</b>	

## TEACHING METHODOLOGY

The teaching methodology for the Master's in "Perinatal and Child Psychology and Psychopathology" follows the approaches and teaching focus promoted by the process of European Convergence in Higher Education. In order for students to learn more responsibly and actively, different techniques and teaching methods will be used.

The teaching method will be as follows:

**Tutoring** is a teaching method that involves meetings between the teacher and one or more students in order to exchange information, analyse, guide and assess a problem or project, to discuss a topic and debate different issues.

**Complementary activities:** These consist of the students participating in a series of seminars, workshops and other training activities related to the content taught in the Master's course that will help the students to acquire the skills proposed in the Master's. The complementary activities are different for each academic year and are carried out by experts on the subject. In each case, the time and place they will be held will be shown, and whether or not they are mandatory, as well as their effect on the evaluation. For more information, see the virtual classroom.

**Individual study:** The activity may involve searching for specialized documentary information for a contrasted and reasoned reflection on a particular topic, applying knowledge in class etc.

The virtual classroom shall also be used (<http://pizarra.uv.es>). In this virtual space, the students can find documents, information and news relevant to the module. The lecturers will put all the information here they consider relevant to the subject.

## EVALUATION

The Master's course is in-person, so it is compulsory to attend a minimum of 80% of the classes in order to be evaluated.



The minimum requirements to pass the module are:

- 1) Passing the exam, with at least 5 out of 10. The exam is in the form of a test with three alternative answers. The standard formula for correction shall be applied for the three alternative tests: A-(E/2). The Exam section accounts for 70% of the final mark for the module, provided it is passed.
- 2) Attendance at seminars on case discussion and active participation in the presentation of cases (at least 80% and with reasoning). Attendance at the seminar will count for 10% of the module's total mark.
- 3) Attendance and completion of reports corresponding to the complementary activities. The report on the complementary activity is worth 20% of the total mark in the module.

The following are the general evaluation criteria for the different activities:

- Class attendance and punctuality.
- Implication, active participation, commitment and interest.
- Correctly solving the cases and activities put to them.
- Quality and relevance of the reports on complementary activities handed in. Suitability to the theoretical concepts explained, meticulous preparation, originality, clarity, accuracy, quality and scientific stringency.
- Meeting the delivery deadlines and times for carrying out the activities in class.

## REFERENCES

### Basic

- La bibliografía básica y complementaria de cada uno de los temas puede consultarse en el apartado correspondiente al módulo en el aula virtual.