



South Central College

ECE 2590 Introduction to Children's Mental Health

Common Course Outline

Course Information

Description	This course provides a deeper look at social-emotional learning experiences and the long-term effects of positive and negative experiences. Students integrate knowledge of healthy child development, developmentally appropriate learning environments and trauma-informed teaching methods to promote positive emotional development, social development, self-concept, self-esteem, social skills, diversity awareness, resiliency, and attachment. (Prerequisite ECE1210 and ECE 1230).
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Total Credits	3
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Total Hours	48
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Types of Instruction

Instruction Type	Credits/Hours
Lecture	3/48

Pre/Corequisites

Prerequisite	ECE 1210 and ECE 1230
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Institutional Core Competencies

Critical and Creative Thinking - Students will be able to demonstrate purposeful thinking with the goal of using a creative process for developing and building upon ideas and/or the goal of using a critical process for the analyzing and evaluating of ideas.

Cultural Competence - Students will be able to demonstrate an attitude of personal curiosity, a rising knowledge of cultures, and an evolving range of skills for living and working among others with other worldviews and ways of life.

Course Outcomes

1. **Implement age-appropriate social/emotional learning activities to address self-esteem, resiliency, diversity awareness, and attachment-building experiences.**

Learning Objectives

Develop emotional development learning experiences and resources that support healthy development.
Analyze learning environments related to emotional development experiences that support healthy development.

2. **Describe trauma experiences and why trauma-informed practices are essential in building**

relationships with children ages birth to age eight.

Learning Objectives

Identify trauma experiences.

Identify trauma-informed practices.

3. **Explain why prevention, early identification, and intervention of social/emotional learning are essential knowledge and how skills related to attachment relationships, environments, and trauma impact the healthy development of children ages birth to age eight.**

Learning Objectives

Describe appropriate prevention strategies.

Describe appropriate intervention strategies.

4. **Explore intervention strategies related to atypical social/emotional development for children ages birth to age eight.**

Learning Objectives

Determine appropriate intervention strategies.

Describe intervention strategies.

5. **Apply trauma-informed guidance and management techniques to accommodate the developmental characteristics of young children ages birth to age eight.**

Learning Objectives

Determine appropriate trauma-informed practices.

Describe appropriate trauma informed practices.

6. **Describe typical and atypical social/emotional development of children, ages birth to age eight.**

Learning Objectives

Describe theories of emotional development.

Describe theories of social development.

7. **Analyze the importance of considering the context of family, culture, and society on our understanding of children's social/emotional development and behavior for ages birth to age eight.**

Learning Objectives

Describe how family culture and environment impacts social/emotional development.

Describe how cultural values and practices impact social/emotional environment.

8. **Implement social/emotional learning approaches that are accessible to all children ages birth to age eight, including those with diverse backgrounds, learning modalities, and exceptionalism, while demonstrating respect for all differences within the school community.**

Learning Objectives

Collect social/emotional teaching strategies that support healthy development.

Evaluate social/emotional learning experiences that support healthy development.

9. **Use assessment tools and their outcomes to pinpoint mental health needs and trauma in children to determine when to refer or collaborate with other service providers and select suitable programs, environments, and learning experiences tailored for children ages birth to age eight**

Learning Objectives

Determine assessment tools related to social/emotional development.

Delineate appropriate assessment tools for implementation.

SCC Accessibility Statement

Disability Services provides accommodations and other supports to students with permanent and temporary disabilities that affect their SCC experience. Disabilities may include mental health (anxiety, depression, PTSD), ADHD, learning disabilities, chronic health conditions (migraine, fibromyalgia), sensory disabilities, and temporary disabilities (broken arm,

surgery). Common accommodations are extended test time, private room for testing, audiobooks, and sign language interpreter.

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