

Mental health

	Knowledge	Skills	Competences
Level 3			
Learning Outcome	She/he remembers the definition of the World Health Organization of mental health.	She/he is able to observe and understand behavioural patterns in the context of mental health problems in terms of general tasks.	She/he discusses and reflects behaviours of the child that may indicate overwork and emotional instability within the team.
Exercise	What is the definition of the World Health Organisation of mental health?	Being mentally healthy means, among other things, being able to deal with age-appropriate, normal transitions in life. Starting at day care, admission to nursery, kindergarten and school are phases in childhood, which can bring additional stress to the child. You and your colleagues should observe the child closely. What interventions can you use to help the child feel comfortable, happy and coping with their new environment? Can you see any further problems?	Behaviours that indicate overwork and emotional instability can have many causes. What can you do in your work and within the team in order to get an accurate picture, if nothing is known about issues of mental health of a child or other possible causes?
Level 4			
Learning Outcome 1	She/he describes the impact of resilience on stability of mental health.	She/he plans and performs educational strategies to foster resilience and to increase quality of life for families	She/he explains the aim of educational strategies for children with mental health problems, e.g. the importance of many exercise possibilities on the one hand and the risk of stress and overwork on the other

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Exercise	What is resilience? How do we acquire this? What is its impact on the stability of mental health?	<p>A strong, viable and reliable relationship with their peers, teachers and institutions make a significant contribution to strengthening the resilience and the development of a positive attitude towards learning. This in turn can be a relief for the family factor.</p> <p>Please share examples of what specific activities they are planning and how they implement them, so that the relationship qualities described above may develop.</p>	<p>For educators, it is to be asked of any unusual situation, why they do exactly what and with the child / the child. Parents, lines, colleagues, trainees, other professionals who work with the child - they all ask questions.</p> <p>Please consider how you especially to parents argue why many exercise possibilities for the child in principle is conducive, but this is yet to be observed in terms of performance pressure and overwork.</p>
Level 5			
Learning Outcome	She/he is able to distinguish psychological problems, mental disorders and mental illness. She/he has knowledge about their prevalence at the age of childhood.	She/he plans and performs support processes to increase the child's motivation, volition and engagement. She/he considers thresholds and facilitators.	She/he is able to reflect diverse life conditions which have an impact on the mental health situation of children and creates a team around the child (TAC).

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Exercise	Psychological problems, mental disorders and mental illness - how these three forms of mental health problems in theory are distinguished from each other and how often they occur in childhood?	Please describe as actually possible and practical, as you try it together with the child, his commitment (his motivation, his preference and his own initiative) to increase in terms of learning. Please consider also, what obstacles you may share with the child.	Suppose you are preparing for a meeting with the parents before. They aim to help you look for support options by other professionals. What medical and therapeutic considerations such as psychotherapy or other approaches do you apply for children with mental instability and their families?
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