

University of Pittsburgh School of Education Program in Applied Developmental Psychology- April 2021
Alignment to Infant/Early Childhood Family Associate (IFA/ECFA) and Infant/Early Childhood Family Specialist (IFS/ECFS) Endorsement Tiers

Course Name	Credits/Hours	Description	Learning Objectives	Major Assignments/Activities	PA-AIMH Competencies
<p>Foundations of Infant Mental Health (Online Asynchronous)</p> <p>Instructor: Robert Gallen, PhD., IMH-E Mentor</p>	45+ Hours of online content and activities	<p>Infant Mental Health (IMH) is a growing field of research and practice focused on optimizing developmental outcomes of very young children within the context of their important people, culture and community. IMH includes a multidisciplinary approach to promoting very early childhood well-being, preventing the development of mental health problems in infants at risk, and intervening when significant problems arise. The basic assumption within IMH is that relationships are the act in the active ingredient in the environments influences on a child's developmental outcome. Ensuring that all infants and very young children experience high-quality nurturing, secure and supportive relationships with one's important adults is central to ensuring optimal infant and early childhood developmental outcomes. Key components of IMH work include a focus on relationships and attachment theory, understanding and promoting optimal social-emotional development, and a reflective capacity that allows IMH providers, and in turn, caregivers, to take another's perspective and reflect upon one's own psychology as it pertains to relationships with infants, caregivers, peers, and in this work.</p> <p>This self-paced course consists of video and audio recordings, particularly video lectures, readings, reflection journals, case studies and quizzes. The video lectures provide the core instructional materials for each module and we have included many supplemental resources. Reflective journal entries offer opportunities to consider the role of Infant Mental Health in your own life and in the lives of others. Videos and assigned readings provide visual and narrative synopses of content covered in lectures and other materials. Case studies provide the opportunity to apply the content to real-</p>	<p>At the end of the course, learners will be able to:</p> <ol style="list-style-type: none"> 1. Define infant mental health and explain why early childhood experiences are critical for developmental outcomes. 2. Identify structures and processes of early brain growth and development and the impact of environmental experiences in the quality of brain structure and function. 3. Identify the central role of infant-caregiver relationships and attachment in the development of infant mental health as potential risk and resiliency factors. 4. State the characteristics of learning environments that support healthy cognitive, communication, and social-emotional developmental outcomes. 5. Recognize the impact of stress, trauma, poverty and other risk factors on the infant and their environment as experienced through relationships. 6. Enact strategies that support infants and their important people as they develop social and emotional capacities in the first 3 years of life. 7. Reflect upon themselves and their own cultural backgrounds in order to work from a multicultural perspective to better support families and their very young children. 	<p>Completion of Zero to Three's entire <i>The Growing Brain</i> training curriculum supplemented with additional IMH content.</p> <p>Completion of the 10 module <i>My Racial Journey</i> developed by the University of Pittsburgh Office of Child Development (https://www.mrj.pitt.edu) curriculum covering topics of: reflective exercises provided for each content domain.</p> <p>Content includes;</p> <ul style="list-style-type: none"> • Introduction to IMH • The Growing Brain • The Multicultural Practitioner • Factors that Affect Brain Growth and Development • Social and Emotional Development • Attachment in Early Childhood Relationships • Communication and Language Development • Cognitive and Executive Functions • Understanding Infant and Early Childhood Behavior • The Critical Importance of Play • Birth, Parenthood and Risks • Early Childhood Stress, Maltreatment and Trauma • Working with Caregivers • The Infant and Early Childhood Mental Health Approach to Helping • The Reflective Early Childhood Provider <p>Activities across modules include:</p> <ul style="list-style-type: none"> • Reflective journal questions that provide an opportunity to contemplate the topics being taught in relation to one's own life and experiences • Brief (20 minute) content lectures on core IMH topics provide foundational knowledge of key areas aligned with IMH competencies • Applied case-based questions ask students to use their new knowledge to analyze real-life scenarios • Observation of key videos (e.g., Harvard Center for the Developing Child, Zero to Three, ILabs, etc.) engages students with more explicit content and examples of concepts covered in lecture • Module specific reading assignments (ZTT Journal with permission, weblinks, etc.) which go into further detail and provide context on lecture content • End of module content quizzes with feedback which are summative assessments providing students the opportunity to evaluate their knowledge as well as 	<p>Theoretical Foundations Infant development & behavior Pregnancy and early parenthood Infant/family centered practice Relationship-based therapeutic practice Family relationships & dynamics Attachment, separation, trauma, loss Disorders of Infancy & early childhood Cultural competence</p> <p>Systems Expertise Service delivery systems Community resources</p> <p>Direct Service Skills Observation and listening Responding with empathy Advocacy</p> <p>Working with Others Building and maintaining relationships Supporting others/mentoring Collaborating Empathy and compassion</p> <p>Thinking Analyzing information Solving problems Exercising sound judgment</p>

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		life situation and to learn new ideas for understanding and supporting infants from an infant mental health perspective. Quizzes at the end of each module provide the opportunity to assess your learning. The minimum requirement to proceed to the next module is an 8/10 on the quiz.		creating minimum performance requirements to proceed to the next module.	Maintaining perspective Reflection Contemplation Self-awareness Curiosity Professional/personal development Emotional response
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PSYED 2006 Foundations of Infant Mental Health 1 (MS Level Hybrid format) Instructor: Robert Gallen, PhD., IMH-E Mentor	(3 Credit MS level course) 45 Hours of face-to-face contact hours	Infant Mental Health (IMH) is a growing field of research and practice focused on optimizing developmental outcomes of very young children within the context of their important people, culture and community. IMH includes a multidisciplinary approach to promoting very early childhood well-being, preventing the development of mental health problems in infants at risk, and intervening when significant problems arise. The basic assumption within IMH is that relationships are the act in the active ingredient in the environments influences on a child's developmental outcome. Ensuring that all infants and very young children experience high-quality nurturing, secure and supportive relationships with one's important adults is central to ensuring optimal infant and early childhood developmental outcomes. Key components of IMH work include a focus on relationships and attachment theory, understanding and promoting optimal social-emotional development, and a reflective capacity that allows IMH providers, and in turn, caregivers, to take another's perspective and reflect upon one's own psychology as it pertains to relationships with infants, caregivers, peers, and in this work.	At the end of the course, learners will be able to: 8. Define infant mental health and explain why early childhood experiences are critical for developmental outcomes. 9. Identify structures and processes of early brain growth and development and the impact of environmental experiences in the quality of brain structure and function. 10. Identify the central role of infant-caregiver relationships and attachment in the development of infant mental health as potential risk and resiliency factors. 11. State the characteristics of learning environments that support healthy cognitive, communication, and social-emotional developmental outcomes. 12. Recognize the impact of stress, trauma, poverty and other risk factors on the infant and their environment as experienced through relationships.	Completion of Zero to Three's entire <i>The Growing Brain</i> training curriculum supplemented with additional IMH content. Completion of the 10 module <i>My Racial Journey</i> developed by the University of Pittsburgh Office of Child Development (https://www.mri.pitt.edu) curriculum covering topics of: reflective exercises provided for each content domain. Content includes; <ul style="list-style-type: none"> • Introduction to IMH • The Growing Brain • The Multicultural Practitioner • Factors that Affect Brain Growth and Development • Social and Emotional Development • Attachment in Early Childhood Relationships • Communication and Language Development • Cognitive and Executive Functions • Understanding Infant and Early Childhood Behavior • The Critical Importance of Play • Birth, Parenthood and Risks • Early Childhood Stress, Maltreatment and Trauma • Working with Caregivers • The Infant and Early Childhood Mental Health Approach to Helping • The Reflective Early Childhood Provider Activities across modules include: <ul style="list-style-type: none"> • Reflective journal questions that provide an opportunity to contemplate the topics being taught in relation to one's own life and experiences 	Theoretical Foundations Infant development & behavior Pregnancy and early parenthood Infant/family centered practice Relationship-based therapeutic practice Family relationships & dynamics Attachment, separation, trauma, loss Disorders of Infancy & early childhood Cultural competence Systems Expertise Service delivery systems Community resources Direct Service Skills Observation and listening Responding with empathy Advocacy Working with Others

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		<p>This F-T-F course consists of lectures, readings, reflection journals, case studies and exams. Reflective journal entries offer opportunities to consider the role of Infant Mental Health in your own life and in the lives of others. Case studies provide the opportunity to apply the content to real-life situation and to learn new ideas for understanding and supporting infants from an infant mental health perspective. Exams and quizzes at the end of each module provide the opportunity to assess learning.</p>	<p>13. Enact strategies that support infants and their important people as they develop social and emotional capacities in the first 3 years of life.</p> <p>14. Reflect upon themselves and their own cultural backgrounds in order to work from a multicultural perspective to better support families and their very young children.</p>	<ul style="list-style-type: none"> • Content lectures on core IMH topics provide foundational knowledge of key areas aligned with IMH competencies • Applied case-based questions ask students to use their new knowledge to analyze real-life scenarios • Observation of key videos (e.g., Harvard Center for the Developing Child, Zero to Three, ILabs, etc.) engages students with more explicit content and examples of concepts covered in lecture • IMH specific reading assignments (ZTT Journal with permission, weblinks, etc.) which go into further detail and provide context on lecture content • Content quizzes and exams with feedback which are summative assessments providing students the opportunity to evaluate their knowledge as well as creating minimum performance requirements to proceed to the next module. 	<p>Building and maintaining relationships Supporting others/mentoring Collaborating Empathy and compassion</p> <p><u>Communicating</u> Listening Writing Speaking</p> <p><u>Thinking</u> Analyzing information Solving problems Exercising sound judgment Maintaining perspective</p> <p><u>Reflection</u> Contemplation Self-awareness Curiosity Professional/personal development Emotional response</p>
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