

Merrill Palmer Skillman Institute/Wayne State University Infant Mental Health Dual Title Program Course Descriptions and MI-AIMH Competencies - Curriculum Update 2019

Course Number	Course Name	Credits	Description	Learning Objectives	Major Assignments	MI-AIMH Competencies Addressed
SW 7025	IMH: Theory to Practice Across Early Childhood Settings  Instructor: Dr. Ann Stacks, PhD, IMH-E®, Infant Mental Health Mentor	2 (28 face to face contact hours)	Theories and research-based information on infant mental health practices applied to various early childhood settings. Emphasis on interdisciplinary, relationship-based interventions aimed to promote development and learning in infants and young children.	<ol style="list-style-type: none"> <li>Analyze and evaluate case studies to articulate examples of the elements of IMH treatment</li> <li>Describe key concepts in IMH, including social-emotional development, parenting sensitivity, risk and resilience and reflective capacity.</li> <li>Demonstrate an understanding of core concepts in attachment theory, including historical perspectives, secure base and haven of safety, the patterns of attachment and how they are assessed across the lifespan, and intergenerational transmission of attachment.</li> <li>Evaluate their own intrinsic, professional and practical skills needed for IMH practice and to use in developing learning plans and ongoing professional development</li> <li>Discover the degree to which students own values and beliefs are consistent with those in the field of IMH</li> <li>Learn to identify and evaluate research articles in IMH for lifelong learning.</li> <li>Examine and describe the use of self in observation, assessment, and intervention.</li> </ol>	<p><u>Examine &amp; analyze Infant Mental Health Pillars</u> using an infant mental health case study – describe developmental status of infant, parent strengths and risks, the parent-child relationship, intervention and how it was implemented.</p> <p><u>Annotated bibliography</u> that requires in-depth reading on a risk factor to parenting and/or child development. Annotated bibliographies describe research questions, findings, and importance of research as it informs infant mental health work.</p> <p><u>Attachment Quiz</u> to evaluate students basic understanding of attachment based on readings and videos and class material</p>	<p><u>Theoretical Foundations:</u>                      Infant/very young child and family centered practice                      Relationship-focused, therapeutic practice                      Family relationships and dynamics                      Psychotherapeutic &amp; behavioral theories of change</p> <p><u>Reflection:</u>                      Self-awareness                      Emotional response                      Parallel process</p> <p><u>Working with Others:</u>                      Building &amp; maintaining relationships                      Collaborating                      Consulting</p> <p><u>Direct Service Skills</u>                      Observation &amp; listening</p>

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SW 7880	Infant/Family Mental Health Assessment  Instructor: Dr. Carolyn Dayton, PhD, LMSW, IMH-E®, Infant Mental Health Mentor	2 (28 face to face contact hours)	To provide an overview of both formal and informal assessment methods used to assess infant social-emotional development, parent mental health, and parent-infant relationship quality from an attachment perspective. Clinical observations of infants, families, and relationships; formal assessment tools, including psychometric properties of instruments and informal assessment methods will be discussed. Interdisciplinary dialogue about the infant mental health perspective, the impact of culture, and the appropriate use of assessment methods will be encouraged.	<ol style="list-style-type: none"> <li>1. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations involving the families of infants, toddlers and young children.</li> <li>2. Demonstrate professional demeanor in behavior and in oral, written and electronic communication.</li> <li>3. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice situations involving the families of infants, toddlers and young children.</li> <li>4. Present themselves as learners and engage clients and constituencies as experts of their own experiences.</li> <li>5. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</li> <li>6. Analyze and appraise research evidence to inform and improve practice, policy, and service delivery in infant mental health.</li> <li>7. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> <li>8. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients.</li> <li>9. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients.</li> <li>10. Examine the distinct characteristics of the urban context and apply the analysis to social work practice in infant mental health.</li> </ol>	<p><u>PICCOLO Practice Scoring:</u> Students will watch a PICCOLO assessment on video and practice scoring all scales.</p> <p><u>Research paper on a clinical disorder of infancy</u> consisting of a review of one of the diagnostic categories of the DC 0-5 and will include – description of diagnosis; assessment techniques; impact on attachment relationships; empirical review; treatment options.</p> <p><u>Group presentation of an adult disorder/diagnosis that affects early developmental or relationship outcomes</u> that includes: description of the diagnosis; current assessment techniques for this diagnosis; relevance of the diagnosis to the child’s attachment relationships; treatment options for this diagnosis</p>	<p><u>Theoretical Foundations:</u> Disorders of infancy/early childhood; Mental and behavioral disorders in adults Psychotherapeutic &amp; behavioral theories of change Infant/very young child &amp; family centered practice Cultural competence</p> <p><u>Thinking:</u> Analyzing information Solving problems Exercising sound judgment Planning and organizing</p> <p><u>Direct Service Skills</u> Observation &amp; listening Screening &amp; assessment Intervention and treatment planning</p> <p><u>Communicating</u> Listening Speaking Writing</p> <p><u>Working With Others</u> Collaborating Resolving conflict Supporting others/mentoring</p> <p><u>Law, regulation, and agency policy</u> Ethical practice</p>

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SW 8880	IMH Practice  Instructor: Dr. Carolyn Dayton, PhD, LMSW, IMH- E®, Infant Mental Health Mentor	3  (42 face to face contact hours)	<p>The focus of this course is the relationship between theory, assessment and practice in the field of infant mental health. The course focuses specifically on evidence-based practices.</p> <p>Interventions that support a secure attachment and positive social-emotional development in infancy will be introduced and discussed. Course content will cover interventions for use with infants, toddlers, young children and families, as well as the identification of appropriate interventions based upon the infant and family’s needs, cultural histories and capacities. Emphasis will be given to how the experiences of early childhood persist over time and how they are summoned up again by the presence of a baby.</p> <p>Students will be encouraged to think about how their responses to infants and families are affected by their own histories, values and beliefs. Maintaining boundaries and professional ethics will also be stressed throughout the course.</p>	<ol style="list-style-type: none"> <li>1. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations involving the families of infants, toddlers and young children.</li> <li>2. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice situations involving the families of infants, toddlers and young children.</li> <li>3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</li> <li>4. Analyze and appraise research evidence to inform and improve practice, policy, and service delivery in infant mental health.</li> <li>5. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> <li>6. Critically choose and implement interventions to achieve practice goals and enhance capacities of infant mental health clients.</li> <li>7. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with infant mental health clients.</li> <li>8. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</li> <li>9. Negotiate, mediate, and advocate with and on behalf of diverse infant mental health clients.</li> <li>10. Facilitate effective transitions and endings that advance mutually agreed-on goals.</li> <li>11. Examine the distinct characteristics of the urban context and apply the analysis to social work practice in infant mental health.</li> </ol>	<p><u>In-class critical thinking assignment</u> about using attachment and reflective functioning assessments to inform treatment</p> <p><u>Reflective paper</u> – write a vignette about an observed stressful interaction, describe IMH assessment tools that would be useful, possible treatment approaches, and reflect on your own feelings about observing this stressful interaction</p> <p>Interpersonal social work students only: <u>Video feedback assignment</u> that includes practice using video and conducting a video feedback session with a young child and family.</p> <p><u>Short research presentation</u> on an evidence based IMH intervention</p> <p>Doctoral students and Policy/Community social work students only: <u>Letter of intent</u> to a non-profit agency to implement an evidence based intervention or a <u>presentation of a policy issue</u> utilizing a policy form model.</p>	<p><u>Theoretical Foundations:</u> Psychotherapeutic &amp; behavioral theories of change Attachment, separation, trauma, grief, and loss</p> <p><u>Direct Service Skills:</u> Observation and listening Responding with empathy Intervention/treatment planning Developmental guidance Supportive counseling Parent-infant/very young child relationship-based therapies &amp; practices Advocacy</p> <p><u>Working with Others:</u> Collaborating Empathy &amp; compassion</p> <p><u>Thinking</u> Maintaining perspective</p> <p><u>Reflection:</u> Contemplation Self-awareness Curiosity Professional/personal development Emotional response Parallel process</p> <p><u>Systems Expertise:</u> Service delivery systems Community resources</p>

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PSY 7425	Psychology of Infant Development  Instructor: Dr. Marjorie Beeghly, PhD, IMH-E®, Infant Mental Health Mentor	3 (42 face to face contact hours)	This course covers contemporary theory, research, and methodology from the prenatal period to late toddlerhood, with an emphasis on children’s perceptual, cognitive, linguistic, and socio-emotional functioning and the multiple biological and social factors that alter children’s developmental trajectories in these domains. Specific topics will include the origins of individual differences, early interaction, emotional development, emotion regulation, the origins and consequences of secure attachment, the origins of intentional communication, family relationships, parenting, the development of gender differences, early cognition and perception, cultural and socioeconomic influences, risk and resilience, and early intervention. Content also includes critical review of current approaches to assessment and current thinking on prevention, intervention, and social policy.	<ol style="list-style-type: none"> <li>1. Acquire a solid base of knowledge about contemporary developmental theories and methodology in the study of infant development.</li> <li>2. Become familiar with current research on different domains of infant development.</li> <li>3. Gain a deeper understanding of the social ecology in infancy, including the effects of variations in parenting, cultural context and the presence of risk and protective factors.</li> <li>4. Develop an understanding of the translational significance of this research for prevention, intervention and social policy.</li> <li>5. Gain experience in the presentation and critical analysis of recent research in this area.</li> </ol>	<p><u>Written analysis and discussion of weekly readings</u> that critically analyze and integrate main points raised in 2 empirical articles assigned for the week.</p> <p><u>Oral presentation of an empirical journal article &amp; facilitation of discussion</u> that includes description of the key issues being addressed, the study’s questions or aims and hypotheses, methods, statistical analyses, results, and conclusions of the article, along with critical evaluation of the research, and suggestions for improving or expanding on the study in future research.</p> <p><u>12-15 page research paper</u> that addresses a specific contemporary issue. This is an integrative summary and critique of at least 4-6 original research articles relevant to the particular topic area; discuss the limitations of this body of research and the next steps for future research or policy.</p>	<p><u>Theoretical Foundations:</u> Pregnancy &amp; early parenthood Infant/very young child development &amp; behavior Attachment, separation, trauma &amp; loss Cultural competence Family relationships &amp; dynamics</p> <p><u>Systems Expertise:</u> Service delivery systems Community resources</p> <p><u>Thinking:</u> Analyzing information</p> <p><u>Communicating:</u> Listening Speaking Writing</p>

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SW 8883/8884	IMH Seminar	2 (28 face to face contact hours) per semester	The purpose of this class is to support the student's understanding and integration of knowledge and skills developed through courses and field placement experiences focused on infant mental health. Through direct observation of infant and family development, assigned readings, group discussion, and class presentations, the developmental and relationship needs of infants, parents and families will be deeply explored. Students will be encouraged to explore their own response to being with infants and families and will be required to write about these experiences.	<ol style="list-style-type: none"> <li>1. Examine, describe, and thoughtfully discuss literature on the theoretical foundations of Infant Mental Health.</li> <li>2. Demonstrate the ability to present and respond to case material in ways that allow for deepening of understanding and reflection.</li> <li>3. Examine and apply principles of culturally sensitive, relationship-based practices in Infant Mental Health.</li> <li>4. Examine and describe the use of self in observation, assessment, and intervention.</li> <li>5. Identify relationship-based professional roles and functions, team models, and family-centered practices within the Infant Mental Health field.</li> <li>6. Describe and apply theories to identify resources and strengths in the infant/toddler/young child, family, and community for intervention planning.</li> </ol>	<p><u>Observation of a typically developing family</u> over the course of two semesters (approximately 9 months, 2X per month observation sessions). Observations include monthly video recordings that are used during presentation. Students are encouraged to think about their own response at the same time they are observing the infant and caregivers together.</p> <p><u>Written reflective journal entries</u> that summarize and reflect upon students' experiences with the observation family are submitted for feedback after each visit with the observation family.</p> <p><u>Observation family case presentations</u> (1X per semester). These presentations provide students with an opportunity to spend time thinking about a particular infant and family in a way that can support better understanding and reflection. They offer an opportunity to deeply consider details of culture, race, development, relationship, interaction and personal response.</p>	<p><u>Working with Others:</u> Building &amp; maintaining relationships Supporting others/mentoring Collaborating</p> <p><u>Communicating:</u> Listening Speaking Writing</p> <p><u>Thinking:</u> Exercising sound judgment Maintaining perspective</p> <p><u>Direct Service Skills</u> Life skills Observation &amp; listening Safety</p> <p><u>Reflection</u> Contemplation Self-awareness Curiosity Professional/personal development Emotional response Parallel process</p>