

**Eastern Michigan University School of Social Work IMH Course-Competency Crosswalk
Submitted to Alliance for the Advancement of Infant Mental Health**

Course Number	Course Title	Credits	Description	Learning Outcomes	Major Assignments	Endorsement Competencies Addressed
SWKE 667	Introduction to Infant Mental Health Practice	2	This Social Work course provides an overview of the theory and research that support infant mental health (IMH) practice. The course introduces IMH's relationship-based practice approach, highlighting reflective practice skills central to IMH engagement, assessment, and intervention. A review of current evidence-based IMH interventions is also explored.	<ol style="list-style-type: none"> 1. Identify the major theoretical assumptions and research evidence that lay the foundation for infant mental health practice. 2. Describe the areas of concern or challenges that can be addressed by infant mental health services, including the vulnerability factors that warrant a referral for infant mental health services. 3. Identify the core components of IMH treatment with attention to culture and issues of equity. 4. Demonstrate some of the reflective practice skills, including observation, maintaining a curious stance, use of self-awareness, and identification of parallel process, which are associated with engagement, assessment, and intervention in IMH practice. 5. Describe the use of reflective supervision in IMH practice. 6. Identify and describe some of the major evidence-based infant mental health interventions currently used in the field. 	<p>Practice-Based Writing Assignment (Individual): Students will complete a practice-based writing assignment. This assignment will include short answer/brief essay question in response to a case vignette or video featuring a parent-infant/toddler interaction. Students will be asked to use a non-judgmental approach to describe their observations of a serve and return interaction with attention to both parent & child, holding, looking, talking/verbalizing, touching, and emotion. Students will also be asked to identify a question that would invite more information about the parent-child relationship and describe how this new information shifted the student's understanding of the relationship. These questions focus on topics that have been reviewed in the course and will ask students to apply the course topics to the vignette or video.</p> <p>Practice-Based Writing Assignment (Group): Students will work together in small groups to complete a practice-based writing assignment. This assignment will</p>	<p><u>Theoretical Foundations</u></p> <ol style="list-style-type: none"> a. Infant/Young Child/Family Centered Practice b. Cultural Competence c. Relationship-based Therapeutic Practice <p><u>Direct Practice Skills</u></p> <ol style="list-style-type: none"> a. Observation and Listening b. Parent-Infant Young Child/ Relationship-based Therapies & Practices c. Responding with Empathy d. Supportive Counseling <p><u>Working with Others</u></p> <ol style="list-style-type: none"> a. Building and maintaining relationships b. Empathy & Compassion <p><u>Reflection</u></p> <ol style="list-style-type: none"> a. Self-awareness b. Curiosity

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					<p>include short answer/brief essay question in response to a case vignette or video featuring a parent-infant/toddler interaction. Students will be asked to describe the parent’s use of reflective functioning and to describe mentalization strategies they might use to support parental reflective functioning.</p> <p>FINAL Case Vignette Response Assignment: Students will read a case vignette about an IMH-HV therapist’s home visit with an infant/toddler and family. Student will respond to 5 essay questions based on the vignette. Questions will focus on description of serve and return interactions and parental reflective functioning. Students will describe how to use mentalization strategies with the family and to identify one of the evidence-based IMH treatment interventions discussed in the class and describe why this approach might be recommended for this family.</p>	<p>c. Emotional Response d. Parallel Process</p>
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