

Course Syllabus

NURS 548: Frameworks in Infant Mental Health

Welcome to NURS 548 Frameworks in Infant Mental Health. This graduate level course provides a survey of the interdisciplinary field of infant and early childhood mental health (IECMH), with emphases on early childhood development, including prenatal and neonatal factors, social/societal influences, and supportive and treatment approaches to support healthy relationships. This course provides background in how risk and protective factors can impact social-emotional, physical, and cognitive growth. Students will learn to integrate relationship-based principles and approaches to supporting families and other caregivers of young children, and will use reflection to deepen their learning of IECMH principles and practices.

Quarter: Autumn

Credits: 3 credits

Instructors (online office hours TBD):

Colleen O. Dillon, PhD codillon@uw.edu

Susan Spieker, PhD spieker@uw.edu

Materials:

This course will use weekly discussion forums, readings and video clips as content material. There is a required text. Please purchase:

The Psychology of Babies: How Relationships Support Development from Birth to Two, by Lynne Murray. It is available by several sellers on Amazon:

http://www.amazon.com/Psychology-Babies-Relationships-Support-Development/dp/1849012938/ref=sr_1_1?ie=UTF8&qid=1436389886&sr=8-1&keywords=Psychology+of+babies

Course Goals:

Students will develop an understanding of biological, psychological, relational, social and cultural factors that may alter developmental trajectories in infancy and early childhood, the importance of early relationships in supporting competencies and mitigating risk, and an understanding of the basic competencies that professionals from all disciplines must have to integrate an infant mental health approach into their work with young children and their families and caregivers.

Course Learning Objectives:

By the end of this course students will be able to:

1. Describe features of typical and atypical child development, prenatally to age three.
2. Apply a bio-psycho-social and cultural framework to explain how risk and protective factors influence individual differences in early childhood.
3. Identify relationship-based principles and strategies that support young children and families.
 - o Discuss and evaluate how to integrate relationship-based practice in your field of practice and become involved in larger systems and policy change.
 - o Apply IECMH reflective practice skills to case studies and video materials.

Requirements:

To participate in this course you must be an enrolled student in the Graduate Certificate Program in Advanced Practice Nursing-Infant Mental Health (GCPAPN-IMH) or have permission of instructors.

Completion Requirements:

To successfully complete this course, students must do the following:

- Read this course guide and the assigned sections of the texts and articles each lesson;
- View all weekly video material;
- Actively contribute to each lesson's online discussion topic as specified in each lesson;
- Complete and submit the final reflection assignment.

Course Materials:

Required Materials

The required text is *The Psychology of Babies: How Relationships Support Development from Birth to Two*, by Lynne Murray. Links to required readings and video clips will be provided in each weekly lesson. Access to weekly lesson assignments is available approximately 10 days before the final due date. Typically, a weekly assignment opens on Tuesdays at midnight, the first weekly posting is due more than a week later, on Thursday at midnight, and the second posting is due Sunday at midnight. Readings will be in PDF, linked within each lesson, and can be downloaded directly from Canvas. When video clips are part of a lesson students can simply click on the link to watch the clip.

Recommended Materials

Additional recommended articles/chapters/videos are listed each week in the recommended sections.

About This Course:

This course is divided into ten lessons, nine interactive lessons plus one final lesson to integrate and reflect about your learning and course content while sharing your final reflection paper. Each weekly lesson has 3 parts:

1. READ assigned chapters and articles
2. WATCH videos related to weekly lesson topic
3. REFLECT via at least TWO postings on weekly discussion forum – Respond to prompts related to weekly readings/videos (#1) and response(s) to classmates' posts (#2).

Discussion Forums

The Forum allows us to reflect upon the readings and video material each week. At a minimum, students will respond to a specific prompt and then post a second response to classmate's post. We encourage ongoing and deepening of the discussion as well. We'll be able to share our questions and ideas through these threaded online discussion forums.

For each weekly lesson there will be a prompt related to the readings/video exercises. Students will post (3-4 paragraphs, 300-400 words) an initial response to that prompt, as well as at least one reflective response to a classmate's first posting.

Final Reflection Assignment

The final paper should consist of a polished written reflection in response to the prompt 5-7
DOUBLE SPACED PAGES, with one inch margins.

Weekly Topics

There are 9 lessons in this course and the final week is reserved for sharing our final papers. Please refer to the modules list for the weekly topics.

Assessment and Grading:

You will be evaluated (graded) on your discussion forum postings and final paper. Since this is an online learning course, your instructors rely on your weekly posting assignments to assess your understanding of course content. If you do not understand something, be sure to contact your instructors proactively. The following assignments will be used for assessment and grading:

- Two weekly assignments
 - Posting #1 (original response to weekly lesson prompt)
 - Posting #2 (response(s) to colleagues in discussion forum)
- Final reflection paper
- Two responses to peer reflection papers

Assessment Criteria

You will apply concepts and skills covered in each lesson in the two graded weekly assignments. Please see rubrics for postings below. For all assignments, please see rubrics below.

Course Rubrics

Weekly Postings #1 (response to weekly prompt and to peer final reflection papers):

Criteria	Possible Points
Submits 300-400 word posting by due date	2
Response relevant to weekly prompt and lesson content	2
Makes connections among ideas, readings, and/or real life	2
Exhibits professional communication style which supports learning of others	2
Applies reflective practice skills in postings	2
TOTAL	10

Weekly Postings # 2 (responses to others):

Criteria	Possible Points
Submits at least one response to colleague's comment by due date	1
Response relevant to colleague's words and course content	1
Professional communication supports learning of others	2
Applies reflective practice skills in postings	1
TOTAL	5

Final Grade

Component	Possible Points
Introduction video/posting	5
Weekly posting #1 (10 points each, 9 weeks)	90
Weekly posting #2 (5 points each, 9 weeks)	45
Final Paper	50
Posting to peers on final papers	10
COURSE TOTAL	200

This course uses the UW standard grading scale from the School of Nursing.

Letter	Number	Note
A	4.0-3.9	
A-	3.8-3.5	

B+	3.4-3.2	
B	3.1-2.9	
B-	2.8-2.5	
C+	2.4-2.2	
C	2.1-1.9	
C-	1.8-1.5	
D+	1.4-1.2	
D	1.1-0.9	
D-	0.8-0.7	Lowest passing grade.
E	0.0	Academic failure. No credit earned.

Overview and Course Syllabus

Course Number: NSG 537

Course Title: Development and Psychopathology: Parents and Infants

Instructor: Susan J. Spieker, PhD

Professor, Family and Child Nursing

Director, Barnard Center for Infant Mental Health and Development

Virginia Buccola-Tournay, DNP, ARNP

Affiliate Assistant Professor, Family and Child Nursing

Credits: 3

Offered: Winter QUARTER 2016

A. Course Description

This core curriculum course for the Graduate Certificate in Infant Mental Health covers typical social and emotional development and psychopathology in children ages 3 and younger, with particular emphasis on the parent, the infant, and the parent-child dyad. Students will evaluate attachment-theory approaches to the development of psychopathology in a dyadic context as it occurs in infants, toddlers and preschoolers, and understand the contribution of prenatal factors, parents, parent-child relationships, post-institutional effects, and international and cross-cultural issues to development and developmental psychopathology. The goal is to critically appraise research and theory-based content as it applies to clinical practice with infants and very young children and their families, and to develop awareness of multi-disciplinary approaches to understanding clinical issues in infant development and psychopathology.

B. Course Objectives

By the end of the quarter, students who complete all the readings and assignments and engage in all the online activities will be able to:

- Demonstrate clinical insight into normative social and emotional development of children ages 5 and younger, with special emphasis on typical and atypical patterns of regulation and attachment;

- Critically evaluate individual, biological, familial, and system-level risk factors for the development of psychopathology in children ages 3 and younger, with special emphasis on parental and intergenerational issues related to attachment;
- Critically appraise the contribution of attachment theory to our understanding of risk and protective factors for the development of regulatory problems in children ages 5 and younger;
- Evaluate the contribution of diversity in culture, ethnicity and class to variations in development and the identification and understanding developmental psychopathology in children ages 5 and younger
- Understand the complementary roles of multiple disciplines within the field of infant mental health to our understanding of infant development and psychopathology

C. Texts

(Required) Please purchase from an online vendor (e.g., Amazon) before the second week of the quarter.

Crittenden, P. M. (2016). *Raising parents: Attachment, representation, and treatment* (2 ed.). New York: Routledge.

This 3-credit class is offered on-line via TEDL (Technology Enhanced Distance Learning) asynchronous instruction. Class materials will be posted to the course Canvas website weekly. Students are expected to read, complete weekly activities, and contribute to the ongoing class discussion via twice-a-week postings. These weekly assignments and postings count as your class participation. You are allowed to miss the equivalent of one week of postings without impacting your participation grade.

Experiencing this course as a multidisciplinary group is critical. We all bring very different experiences and talents to this work, which impact the lens through which we see and interact with families. To share perspectives, but also allow us insight into your developmental progress as an individual IMH specialist, major assignments have been designed to stimulate group discussions via postings.

We will be reading nearly the entire book, *Raising Parents*, which delves deeply into a particular approach to attachment theory and includes numerous case examples. The aim of using this book is to deepen our understanding of parents as individuals who were once infants and children by applying a developmental perspective. Because the case examples are threaded throughout the book, it is sometimes difficult to keep the various cases straight. One assignment will be for pairs of participants to be responsible for 'keeping in mind' all of the factors of the cases and bring them up and talk about them as needed. These assignments are indicated in each week's description.

The course week runs from Monday through Sunday each week. Each week your instructors will post forum prompts. You will have two 'due dates' for posting to the weekly forum prompts. The first posting will be due at midnight on Thursday and the response posting will be due on

midnight Sunday. These two required postings are the minimum, you can of course join in frequently, with succinct, thoughtful observations or comments that add to the conversation.

There will not be a final paper.

NURS 555
Spring 2016



Relationship-Based Mental Health Assessment of Infants and Toddlers

SYLLABUS

Quarter: Spring 2016

Instructors: Colleen O. Dillon, PhD & Michele Kulbel, DNP, ARNP

Credits: 3

Course Description:

This is a required course in the graduate certificate program in infant mental health. The focus of this course is on the complexity of observation and assessment of infants and toddlers, within the contexts of their primary relationships. Although there are multiple diagnostic frameworks to consider, since our time is limited we will focus on the *Diagnostic Classification of Mental Health Disorders of Infancy and Early Childhood, Revised Edition* (DC: 0-3R). We will spend the last third of the quarter going a little deeper into the assessment of particular topics often encountered in daily practice.

One of the strengths in the field of infant mental health is diversity in terms of disciplines involved and the myriad of ways that infant mental health specialists work with families. From a teaching perspective, this also poses a challenge: While some of you may go on to do evaluations involving diagnosis and assessment, many of you will not. It is a fine balance to determine how deeply into the diagnostic details to delve.

Regardless of your role, you may still be the key link between families and other providers doing such assessments or involved with teams where such formulations are being created. Or you may be the policy maker or administrator translating the importance of what is seen for a larger audience. Thus we hope the familiarity with observation, relationship-based assessment, and diagnosis that you will acquire in this course will prove invaluable whether your professional future entails actually doing assessments or helping groups, families and other providers make sense of them.

Key Learning Objectives:

By the end of the quarter, students who successfully complete readings, assignments and engage in online activities will be able to demonstrate:

- An understanding of, and appreciation for, the role of observation and framing and reflective use of self in assessment.
- An understanding of, and appreciation for, the importance of maintaining your "tolerance for uncertainty" as you develop multiple, working diagnostic hypotheses.
- An ability to evaluate primary presenting clinical concerns in infants and toddlers within the context of their primary relationships, constitutional make-up, and sociocultural backgrounds.
- Basic skills in diagnostic formulation of psychopathology in early childhood using the framework of the Diagnostic Classification of Mental Health Disorders of Infancy and Early Childhood, Revised Edition (DC: 0 - 3R).

Textbooks (Required):

- *Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood: Revised Edition (DC: 0-3R) (2005).* Zero to Three: National Center for Clinical Infant Programs, Washington, DC.

Other resources you might be interested in:

- Del Carmen-Wiggins, R. & Carter, A. (2004). Handbook of Infant, Toddler, and Preschool Mental Health Assessment. Oxford University Press: New York, NY.
- Diagnostic Manual for Infancy and Early Childhood (2005). Interdisciplinary Council on Developmental and Learning Disabilities. Bethesda, MD: ICDL.
- Papousek, M., Schieche, M. & Wurmser, H. (Eds). *Disorders of Behavioral and Emotional Regulation in the First Years of Life: Early Risks and Intervention in the Developing Parent-Infant Relationship. Zero to Three: National Center for Clinical Infant Programs, Washington, DC. (2008).*

Course Organization:

Sessions in this 3-credit course are offered on-line via asynchronous instruction. Class materials will be available on the course Canvas website weekly. Students are expected to read assignments, complete weekly activities, and contribute to the ongoing class discussion via twice a week postings. These weekly assignments and postings count as your class participation. Guidelines for postings specify the quality and quantity of content we are hoping for in your postings.

This diagnostic course is more of a survey course, meaning we will cover many topics in assessment over our 10 weeks rather than going deeply into one single area.

- The class will start with a **focus on observation** of the "dance" between young children and caregivers. Observation skills as well as reflective use of self are cornerstone to infant mental health assessment. Several approaches to understanding and organizing observations will be introduced as potential lens for framing and articulating what you see in terms of synchrony, rupture and repair, and relational withdrawal.
- Next is an **overview of diagnostics** in young children, using the DC: 0-3 R as our primary organizing tool and spending some time on each axis (drawing in other material as well to broaden the discussion).
- Lastly, we will focus on a **few special topics** in assessment (Axis I areas of primary concern) that you might be more likely to encounter in your work. Generally we will adhere to the outline below, any changes mid-course are dictated by the interest and experience level of the group.

The final assignment will provide an opportunity to do an in-depth DC: 0-3 R case formulation using a case study. Practice and implementation of assessment concepts as a multidisciplinary group is critical. We all bring very different experiences and talents to this work which impact the lens through which we see and interact with families. To share perspectives, but also allow us insight into your developmental progress, the final assignment has been designed to have both a group and individual component. You will be organized into small groups for this assignment.

Instructor Availability:

We are both part-time faculty at The Barnard Center and juggle multiple outside commitments that make responding immediately to questions/postings challenging. Office hours, virtual or otherwise, are by appointment; please contact us by CANVAS email and we can set up a time during the week to meet or talk.

Grading:

The UW uses a numerical grading system, with certain exceptions in the schools of Dentistry, Law, and Medicine. Instructors may report grades from 4.0 to 0.7 in 0.1 increments and the grade 0.0. The number 0.0 is assigned for failing work or if a student does not officially withdraw. Grades in the range 0.6 to 0.1 may not be assigned. Grades reported in this range are converted by the Office of the University Registrar to 0.0. Numerical grades may be considered equivalent to letter grades as follows:

Letter	Number	Note
A	4.0-3.9	
A-	3.8-3.5	
B+	3.4-3.2	
B	3.1-2.9	
B-	2.8-2.5	
C+	2.4-2.2	
C	2.1-1.9	
C-	1.8-1.5	
D+	1.4-1.2	
D	1.1-0.9	
D-	0.8-0.7	Lowest passing grade.

E

0.0

Academic failure.
No credit earned.

Course Grading:

	Points
Participation (via weekly postings/exercises)*	165
Leadership Post	20
Final Assignment: DC: 0-3 R Diagnostic Formulation	80
· <i>Case diagnostic formulation, group paper (50 points)</i>	
· <i>Reflections on diagnostic process, individual paper (30 points)</i>	

TOTAL POINTS POSSIBLE: 265

Overview of weekly topics:

(Please refer to each weekly module for detailed list of readings, activities, and assignments)

Part One: Frameworks for Observation

[Week 1](#): Getting started: Guiding principles of infant mental health assessment

[Week 2](#): Observing synchrony, disruption & repair: The Coding Interactive Behaviors Scale (CIB)

[Week 3](#): Observing relational withdrawal: The Alarm Distress Baby Scale (ADBB)

Part Two: Diagnostic Decision Making

[Week 4](#): Making sense of the details: Overview of DC: 0 - 3 R Diagnostic Framework

[Week 5](#): Assessing and understanding young children in context (Axis II, III and IV)

[Week 6](#): "Climbing the symbolic ladder": Functional developmental emotional capacities (Axis V)

Part Three: Special Topics in Assessment

[Week 7](#): Regulation disorders of sensory processing and related disorders of regulation, relating/communicating (Axis I disorders 400-800)

[Week 8](#): Baby blues and beyond: Assessing dyadic distress and mood disorders (Axis I: 220-300)

[Week 9](#): Finding "islands of safety" in a sea of despair: Trauma, traumatic grief and loss (Axis I: 100, 150, 210, 222)

Part Four: Wrapping Up

[Week 10](#): Final projects

NURS 569: Reflective Practice, Consultation and Supervision

CREDITS: 2 CREDIT

QUARTERS: SUMMER 2016

INSTRUCTOR: Colleen Dillon, Ph.D.

Course Description

This graded, one-quarter, two-credit course is the culminating course in the core curriculum sequence for the GCPAPN - Infant Mental Health. Students will focus on the importance of, and challenges inherent in, infusing reflective practice, consultation and supervision opportunities into a range of service settings. Course will delve into the necessity and complexity of establishing this support system for early childhood providers. Students will be encouraged to think about how best to integrate this practice into their current workplace settings and/or future professional development plans.

NURS 548, NSG 537, and NURS 555 are all prerequisites for NURS 569.

Required Text

Heffron, Mary Claire & Murch, Trudi (2012). *Finding the Words, Finding the Ways: Exploring Reflective Supervision and Facilitation*. This book and DVD can be obtained from [WestEd \(Links to an external site.\)](#).

Course Objectives

- Develop an understanding of reflective supervision, practice, consultation and facilitation, be able to consider clinical, ethical, and liability implications and navigate "messy dilemmas" inherent to practice.
- Recognize, understand, and reflect on the importance of, and challenges inherent in, bringing this approach to diverse practice settings.
- Observe and reflect on own scope of practice and visions for implementing reflective practice in student's practice setting.

Course Topics

- Definitions and role of reflective use of self to inform and improve practice
- Essential elements and skills (individual, organizational) needed for reflective practice
- Navigating complex systems and dilemmas
- Systems barriers to implementation and sustainability issues
- Special topics as determined by students

Evaluation and Grading

- This is a graded graduate level course adhering to the School of Nursing graduate grading scale. Instructor will assign weekly readings and discussion forum questions.
- Students are required to read/view weekly materials, post answers to study questions, and participate in online weekly discussion forums as well as complete two small applied projects over the course of the quarter.
- There are two forums, one is student led, one is instructor led.
 - Starting Week 03, students are required to lead a forum each week on a topic of interest that they would like to go deeper on. Students will moderate this in-depth board this week.
 - Instructors will continue to facilitate discussions on readings/video.
- A small applied project will be due at the end of Summer Term A and at the end of Summer Term B.
 - The Term A project will focus on evaluating yourself against the Michigan competencies (endorsement) and identifying gaps and next steps.
 - The Term B project will focus on role playing reflective practice/supervision sessions with a classmate and writing a brief paper about the experience.

Postings

- As mentioned above, starting Week 03 each week will have 2 discussion forums.
 - One is student led (in-depth forum) and the other is instructor led (readings discussion forum).
 - Each forum requires an initial post and a secondary response post.
- Initial posts for both forums are due Saturdays by 11:59 p.m. Secondary response to a classmate posts are due Sundays by 11:59 pm.

NSG 568 Infant Observation

Graduate Certificate Program in Infant Mental Health

Family and Child Nursing

2015-2016

QUARTERS: Autumn, Winter, Spring, Summer

CREDITS: 1 credit/quarter (translates to 3 working hours per week to class, includes home visits, readings, consult group time, writing process notes)

INSTRUCTOR: Catherine H. Phillips, LICSW chphill@uw.edu

COURSE DESCRIPTION:

This four-quarter course is part of the core curriculum for the Graduate Certificate Program in Infant Mental Health. Students are responsible for identifying a family with a new infant and obtaining the family's consent to observe the infant with their parent for 45 minutes every week, during the fall, winter, spring and summer quarters. The student will write reflective notes and participate in weekly small-group reflective seminars in a 'virtual' online classroom.

COURSE OBJECTIVES:

After taking this course, students will be able do the following:

Observer Development:

- Demonstrate the ability to reflectively listen and observe, keeping their own reactions contained and tolerated (within their experience) to be explored and discussed in process notes and class.
- Notice the lock-in gaze, affect and vocalization between infant and caregiver and reflect upon how these elements are used between the dyad over the year.
- Observe and describe typical (normal) development so one can begin to identify atypical development as the first year unfolds.

Infant/Relationship/Parent Observations and Competencies:

- Trace how the rooting of the mind in the body develops.
- Consider how infantile needs and expressions remain on a pre-verbal level throughout the lifespan. Meaning, participate in ongoing discussion about how those pre-verbal cues developed in relationship with primary caregivers during the first year of life inform future relationships into adulthood.
- Describe the components of infants' developing ability to internalize an understanding of the mind of the other person in the relationship. Demonstrate understanding of how this right-hemisphere-to-right-hemisphere connection lays the groundwork for understanding the minds of others and empathic connections.

ATTENDANCE AND GRADING:

Grading each quarter will be credit/no credit. Please keep in mind that you must receive credit for all four quarters to fulfill the infant observation requirement of the GCPAPN: IMH program. This credit does not appear on your transcript till you finish all four quarters.

Please do your best to attend all the consult group meetings. To fulfill quarterly requirements, students may not miss more than two consult meetings per quarter. Instructor should be emailed and notified ahead of time. In the case of serious illness or an emergency preventing attending a class, please contact the instructor as soon as possible to make alternative arrangements.

OUTLINE OF CLASS DATES and READINGS (available on Canvas website):

Fall Quarter

Sept. 30 & Oct. 1

Comments from Catherine re:

Thomson-Salo, Frances (2014). [Introduction to infant observation infant's inner world from Infant Observation \(2014\).](#)  From Infant Observation: Creating Transformative Relationships.

Oct. 7 & 8

Oct. 14 & 15

Oct 21 & 22

Comments from Catherine re:

Fonagy, P., Target, M. (2007) [The rooting of the mind in the body: New links between attachment theory and psychoanalytic thought.](#)  JAPA 55: 411-456.

Oct 28 & 29

Nov 4 & 5

Nov 11 & 12 No Class on Nov 11 (Veteran's Day)

Nov 18 & 19

Nov 25 No Class on Nov. 26 (Thanksgiving)

Dec 2 & 3

Dec 9 & 10

EXTRA RESOURCES:

Lis, A., Zennaro, A..A [Semi-structured Interview with Parents-to-be Used During Pregnancy: Preliminary Data.](#) 

Winter Quarter

Jan 6 & 7

Jan 13 & 14

Comments from Catherine re:

Beebe, Beatrice. [Co-constructing mother-infant distress in face-to-face interactions: Contributions of microanalysis](#)  

Jan 20 & 21

Jan 27 & 28

Feb 3 & 4

Comments from Catherine re:

Furman, E., (1992). [On feeling and being felt with. Psychoanalytic Study of the Child. 47:67-84.](#)  

Feb 10 & 11

Feb 17 & 18

Feb 24 & 25

Mar 2 & 3

Mar 9 & 10

Spring Quarter

Mar 30 & 31

Apr 6 & 7

Comments from Catherine re:

Fonagy P. and Target, M. (2002). [Early intervention and the development of self-regulation.](#)  
 [Psychoanalytic Inq. 22:307-335.](#)

Apr 13 & 14

Apr 20 & 21

Apr 27 & 28

May 4 & 5

May 11 & 12

Comments from Catherine re:

Furman, R.A. and Furman, E. (1984). [Intermittent Decathexis--a type of parental dysfunction.](#)   [Int J psychoanal. 65\(4\): 423-433.](#)

May 18 & 19

May 25 & 26

Jun 1 & 2

Summer Quarter

Jun 22 & 23

Jun 29 & 30

Comments from Catherine re:

Schore J.R. and Schore A.N. (2008). [Modern Attachment Theory: The Central Role of Affect Regulation in Development and Treatment.](#)   Clin Soc Work J. 36:9-20.

Jul 6 & 7

Jul 13 & 14

Jul 20 & 21

Comments from Catherine re:

Coulter, Helga (2014). [The mother-observer relationship: an examination of the participant role of the observer in mother-infant observation](#)  . Infant Observation, Chapter 10 191-199.

Jul 27 & 28

Bring your observations to an end with the family in the early part of August in order to leave time for reflections with the group.

Aug 3 & 4

Aug 10 & 11

Aug 17 & 18