



## **Foundations of Infant-Family and Early Childhood Mental Health Transdisciplinary Mental Health Practitioners**

### **Syllabus (Group B)**

**September 16, 2017 – April 21, 2018**

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**Meeting Location: Hartnell Alisal Campus, 1752 E. Alisal Street, Salinas, CA 93905**

### **Course Overview**

This is a course for transdisciplinary mental health providers and other professionals working in early childhood programs, medical settings, probation, substance abuse treatment and early education. This course will focus on expanding our knowledge of early childhood development and providing effective services for families with young children impacted by trauma and multiple stressors (poverty, immigration, substance abuse, etc.) that present a risk for optimal early childhood development. Most participants have attended at least 10 previous sessions in this training series.

Sessions present up to date evidence informed or evidence based information to support providers in expanding their knowledge and skills. Information is trauma informed and meant to encourage reflection about meaningful application in different settings. Content of the sessions is aligned with the eight knowledge areas from the California Training Guidelines and Personnel Competencies for Infant-Family and Early Childhood Mental Health. Your attendance is tracked and the number of hours you have in each knowledge area is reported in the spring a few weeks after the last session.

This group will delve deeper to continue exploring the complex interplay of development, culture, context, relationships, self-awareness and in order to expand and strengthen the knowledge and skill base of the participants. Participants in group C have different roles such as direct service practitioners, clinical supervisors, managers and policy developers. Participants will have opportunities to integrate the material covered in the training sessions into their own work.

Participants in the sessions are often at different levels of experience and knowledge and the interactive nature of the presentations fosters mutual learning. Information is presented in brief lectures, learning activities, and in discussion about vignettes and case examples related to the content of each session. Guidelines for confidentiality in use of these examples will be developed and discussed with participants.

California Board of Registered Nursing (BRN) contact hours and California Association of Marriage and Family Therapists (CAMFT) continuing education are offered for F5MC IFECMH Training Programs completion of evaluations or forms as determined by the specific granting agencies. Provider approved by the California Board of Registered Nursing, Provider #CEP 13323, for 30 contact hours. WestEd CPEI is approved by the California Association of Marriage and Family Therapists (CAMFT) to sponsor continuing education for F5MC IFECMH Training Program participants under #CEP 135222. WestEd CPEI maintains responsibility for F5MC IFECMH training programs and their content.

Relationships are the gateway to our understanding of self, each other, and our world. For mental health providers creating safe, nurturing and trusting relationships with the families we serve is one of the most powerful tools we have for helping to support positive change, growth and healing. Our relationships with adults in a family impact their ability to connect more positively with their children. Our awareness of what a parent and a child bring to relationships is essential so we can help families find additional supports they may want.

As professionals, in order to examine the value of relationships, we must work first to create safety while building relationships. In this group we hope to provide safety and connection with one another so that we are more able to consider these elements in our work with families.

## **Special Considerations in This Class**

- There will be opportunities to reflect on our work and life experiences and to bring examples to particular discussions. As we do this please remember to keep all information shared confidential within this group and to avoid using any names or share information that would be easy to identify. We will take some time in our first meeting to identify communication guidelines for the group.
- Signing in. Your attendance is tracked so be sure to sign in both in the morning and for the afternoon session. Continuing education hours are provided for LMFTs, LCSWs and nurses so your license number and sign in is required.
- Cell phone. Please keep your cell phone off and do not use it while in session. If you need to be on call because of a family or work need, keep your phone on vibrate, and step out of the room to respond to a call or text.
- In the afternoon participants will move into small cross disciplinary groups for vignette dialogue sessions. These groups will focus on the application of the morning content and building our multidisciplinary collaboration and reflective practice skills.

## **Readings, Videos, Podcasts, Resource Materials and Reflective Questions**

There is a great deal of evolving information and knowledge in the field of infant and early childhood mental health and development. We know you have limited time so we have provided both print, video, and audio resources so you can more easily access information and add this information to your professional resources.

Each session is outlined in a chart below. Note that instructors may add additional resources and any additions will be noted in the e-mail you receive a few weeks prior to the session. This e-mail lists all links for materials.

- The readings and videos listed in the left hand column are the most fundamental material for the session.
- In optional readings and further exploration, you will find more resources related to the topic for participants ready to go dive in deeper.
- Participants may submit up to two separate reading responses for any of these materials. Reading response forms are submitted to [ifecmhmc@wested.org](mailto:ifecmhmc@wested.org) and can be submitted before the session or up to two weeks after the session. All questions on the form must be answered and each submission must be on a separate reading response form including the date of the session and your name.
- You can also use the reading response form to develop a response to any of the reflective questions. When choosing to respond to a reflective question, participants will receive a point

for responding to two reflective questions in their written response; please prepare at least one paragraph for each question.

- The facilitators will respond to your response via e-mail. Each completed reading response will be counted for one hour of learning time in a particular knowledge area.

## Course Schedule

### Session One:

September 16, 2017

### Around the World of Infant Mental Health

#### Alignment with California Competencies

Domain 1

Knowledge Area A: Parenting, Family Functioning, and Child Parent Relationships. 5 hours

This session will consist of a series of learning activities designed to introduce or re-introduce participants to the program and orient them to the various content in the categories for the California Endorsement in Infant-Family and Early Childhood Mental Health Transdisciplinary Mental Health Provider (TMHP).

#### Objectives:

1. To review elements and procedures of the First 5 IFECMH Training Program.
2. To use activities related to the eight knowledge areas of the California Training Guidelines and Personnel Practices as a way to re-orient participants to program content and goals.
3. To consider how course material applies to professions such as nursing, education, and social work.

Readings September 16, 2017	Optional Readings & Further Exploration	Reflective Question(s)
<p><b>Written Material:</b></p> <ul style="list-style-type: none"> <li>• Communication Guidelines for Multicultural Interactions. (Early Intervention Services—HANDOUT ARTICLE)</li> <li>• “Infant Mental Health Professional Development: Together in the Struggle for Social Justice”</li> </ul> <p><a href="https://imhdivtenets.org/article/">https://imhdivtenets.org/article/</a></p> <p><b>Websites/Video Clips/ Podcasts:</b></p> <ul style="list-style-type: none"> <li>• California Training Guidelines and Personnel</li> </ul>	<p><b>Book:</b></p> <ul style="list-style-type: none"> <li>• The Emotional Life of the Toddler, 2<sup>nd</sup> edition, Alicia Lieberman</li> </ul> <p><b>Chapters 1 &amp; 2</b></p>	<p><b>Reflective Question(s):</b></p> <ol style="list-style-type: none"> <li>1. Why did you choose to work with young children and families? How would you describe your work to a stranger in an elevator?</li> <li>2. What do you find to be the most rewarding/challenging part of working with young children and their families?</li> <li>3. What supports do you have in place (personal/professional) that help you in your work?</li> </ol>

Readings September 16, 2017	Optional Readings & Further Exploration	Reflective Question(s)
<p>Competencies for Infant Family and Early Childhood Mental Health-cacenter-ecmh.org</p> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>• Core concepts in Early Development: Serve &amp; Return Interaction Shapes Brain Circuitry. Center on the Developing Child, Harvard University <a href="https://developingchild.harvard.edu/resources/three-core-concepts-in-early-development/">https://developingchild.harvard.edu/resources/three-core-concepts-in-early-development/</a></li> <li>• Change the First Five Years <a href="https://www.youtube.com/watch?v=4zsF96H8ENw">https://www.youtube.com/watch?v=4zsF96H8ENw</a></li> <li>• Brain Builders <a href="https://www.youtube.com/watch?v=OQTfmnYB7l0&amp;t=54s">https://www.youtube.com/watch?v=OQTfmnYB7l0&amp;t=54s</a></li> </ul>		

**Session Two:**

**October 14, 2017**

**Cultural Humility: Understanding How Culture Shapes Early Development and How Our Own Cultural Values and Biases Impact the Families We Serve**

**Alignment with California Competencies**

Domain 1

Knowledge Area A: Parenting, Family Functioning and Child Parent Relationships. 3.5 hours

Knowledge Area G: Multidisciplinary Collaboration. 1.5 hours

Participants will examine the Diversity Informed Infant Mental Health Tenets to reflect on their own values and personal biases that can impact their work with young children and families.

**Objectives:**

1. Participants will learn more about how culture and context shape early development.
2. Participants will have opportunities to consider their own values, and biases can impact delivery of services in their various professions and professional settings including early education settings, clinics, and field nursing.
3. Participants will explore how self-awareness builds the capacity of providers to deliver services more effectively in a variety of environments.

Readings October 14, 2017	Optional Readings & Further Exploration	Reflective Question(s)
<p><b>Written Material:</b></p> <ul style="list-style-type: none"> <li>• Diversity-Informed Infant Mental Health Tenets <a href="https://imhdivtenets.org/">https://imhdivtenets.org/</a></li> <li>• Lieberman, Alicia F. <u>Culturally Sensitive Intervention with Children &amp; Families</u>. IMPrint Vol.22, Fall 1998</li> <li>• Briscoe-Smith, <u>Rubbing Off</u>. Greater Good magazine. 2008 <a href="https://greatergood.berkeley.edu/article/item/rubbing_off">https://greatergood.berkeley.edu/article/item/rubbing_off</a></li> <li>• <u>Why Culture Matters for Children’s Development and Well-Being</u> <a href="https://www.kidsmatter.edu.au/sites/default/files/public/KMC1_Cultural_Diversity_Culture_Matters_for_Development.pdf">https://www.kidsmatter.edu.au/sites/default/files/public/KMC1_Cultural_Diversity_Culture_Matters_for_Development.pdf</a></li> </ul> <p><b>Websites/Video Clips:</b></p> <ul style="list-style-type: none"> <li>• Implicit Bias Test: Please locate website and take the test. We will talk about what it is like to take the test but you do not have to share your results. Go to: <a href="https://implicit.harvard.edu/implicit/">https://implicit.harvard.edu/implicit/</a></li> <li>• Hobson, Melody: Color Blind or Color Brave? <a href="https://www.ted.com/talks/melody_hobson_color_blind_or_color_brave">https://www.ted.com/talks/melody_hobson_color_blind_or_color_brave</a></li> </ul>	<p><b>Books:</b></p> <ul style="list-style-type: none"> <li>• The Emotional Life of a Toddler, 2nd edition, Alicia Lieberman</li> </ul> <p><b>Chapters 3 and 4</b></p> <ul style="list-style-type: none"> <li>• Ethnicity and Family Therapy Second Edition Edited by McGoldrick, Giordano, and Pearce</li> <li>• Fadiman, Anne (1997). The Spirit Catches You and Then You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures.</li> </ul> <p><b>Website:</b></p> <ul style="list-style-type: none"> <li>• Jones, Camara Phyllis (August 2000). Going Public – Levels of Racism: A Theoretical Framework and a Gardener’s Tale. American Journal of Public Health, Vol. 90, No. 8. Go to: <a href="http://ajph.aphapublications.org/doi/abs/10.2105/AJPH.90.8.1212">http://ajph.aphapublications.org/doi/abs/10.2105/AJPH.90.8.1212</a></li> </ul>	<p><b>Reflective Question(s):</b></p> <ol style="list-style-type: none"> <li>1. We all have values and personal biases that can impact our work with families. What steps do you take to examine your values and personal biases to assure that these do not create pressure or discomfort for families?</li> <li>2. What role or perspective do you hold on your team around the issues of disparities related to class, culture, ability or context?</li> <li>3. What are examples of how you have seen cultural, class, or contextual values shape the ways boys are raised opposed to girls?</li> <li>4. How might culture, race, or institutional transference impact our ability to “be with” a family?</li> </ol>

Readings October 14, 2017	Optional Readings & Further Exploration	Reflective Question(s)
<ul style="list-style-type: none"> <li>Encyclopedia on Early Childhood Development: Culture <a href="http://www.child-encyclopedia.com/culture">http://www.child-encyclopedia.com/culture</a></li> </ul>		

**Session Three:**

**November 18, 2017**

**Using Self-Awareness as a Tool to Understanding Children’s Emotional Experiences**

**Alignment with California Competencies**

Domain 1

Knowledge Area B: Infant Toddler and Preschool Development. 2.5 hours

Knowledge Area F: Diagnosis and Intervention. 2.5 hours

Participants will develop increased awareness of how to use their own experience with families as a tool to understanding and speaking to the child’s inner experience.

**Objectives:**

1. Participants will be supported to consider various theories of change related to relationship based approaches can be infused into other kinds of education, social support, and medical services and ways to use themselves effectively in their work with young children and families.
2. Participants will have opportunities to practice reflective steps that can help them figure out how, when, where and if it is advisable to use their own lived experience in support of a family or child.

Readings November 18, 2017	Optional Readings & Further Exploration	Reflective Question(s)
<p><b>Articles:</b></p> <ul style="list-style-type: none"> <li>• Pawl, Jeree H. (1994). <u>The Therapeutic Relationship as Human Connectedness: Being Held in Another's Mind.</u> Zero to Three. February/March 1995.</li> <li>• Kalmanson, Barbara and Seligman, Stephen. <u>Family-Provider Relationships: The Basis of All interventions.</u> Infants and Young Children, April, 1992 Aspen Publishers.</li> </ul>	<p><b>Books:</b></p> <ul style="list-style-type: none"> <li>• The Emotional Life of a Toddler, 2<sup>nd</sup>, edition Alicia Lieberman</li> </ul> <p><b>Chapters 5 &amp; 6</b></p> <ul style="list-style-type: none"> <li>• Siegel, Daniel and Hartzell, Mary (2003). Parenting from the Inside Out: A Deeper Self-Understanding Can Help You Raise Children Who Thrive</li> </ul>	<p><b>Reflective Question(s):</b></p> <ol style="list-style-type: none"> <li>1. What specifically can be done to create and maintain feelings of trust and safety within relationships with the children and families that I serve? How does my ability to observe, my own self-awareness, and mindful self-regulation help create trust?</li> <li>2. How do I decide when and how to use aspects of my life experience when helping a family?</li> <li>3. In what ways do I practice self-care related to the stressful parts of my work with children and families?</li> </ol>

**Session Four:**

**January 20, 2018**

**Using the DC 0-5: Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood**

**Alignment with California Competencies**

Domain 1

Knowledge Area G: Observation, Screening, and Assessment. 1.5 hours

Knowledge Area F: Diagnosis and Intervention. 3.5 hours

Participants will review and practice using some of the Axes from this diagnostic manual to deepen their understanding of young children's mental health and developmental needs.

**Objectives:**

1. Participants will learn about the five areas of assessment that are used assess and diagnose young children and how these information from these categories can be useful in a variety of home, clinic, and social support settings. .
2. Participants will use these five areas to develop and consider ways they might access useful information that could help in their assessment and referral processes in a variety of settings.

Readings January 20, 2018	Optional Readings & Further Exploration	Reflective Question(s)
<p><b>Written Material:</b></p> <ul style="list-style-type: none"> <li>Paradis, Nicole. <u>In a Galaxy Far Far Away: Combining Infant Mental Health and Play Therapy.</u> Case Studies in Infant Mental Health. pp. 51-65.</li> <li>Introducing a New Classification of Early Childhood Disorders: DC 0-5. (Zeanah, C. et al. Zero to Three Journal. January 2017.</li> </ul> <p><b>Websites/Video Clips/Podcasts:</b></p> <ul style="list-style-type: none"> <li>Depression in Preschool Changes the Brain, Study Shows <a href="http://time.com/4150637/depression-preschool-brain/">http://time.com/4150637/depression-preschool-brain/</a></li> <li>InBrief: The Foundation of Lifelong Health from the Center on the Developing Child at Harvard University. Go to: <a href="https://developingchild.harvard.edu/resources/inbrief-the-foundations-of-lifelong-health-video/">https://developingchild.harvard.edu/resources/inbrief-the-foundations-of-lifelong-health-video/</a></li> <li>What Do We Know About Depression in Preschoolers? <a href="https://www.bbrfoundation.org/blog/what-do-we-know-about-depression-preschoolers">https://www.bbrfoundation.org/blog/what-do-we-know-about-depression-preschoolers</a></li> <li>Zero to Three <a href="http://www.zerotothree.org/">http://www.zerotothree.org/</a> On Home page, scroll down on the right hand bar until you find the purple box entitled: Resources for Parents. Look next on the left hand bar, under the Donate Now box, and click on the Little Kids, Big</li> </ul>	<p><b>Book:</b></p> <ul style="list-style-type: none"> <li>The Emotional Life of the Toddler, 2<sup>nd</sup> edition, Alicia Lieberman <b>Chapters 7 &amp; 8</b></li> </ul>	<p><b>Reflective Question(s):</b></p> <ol style="list-style-type: none"> <li>How can you apply your understanding of the different axes used in early childhood diagnosis to the work that you do with children and families?</li> <li>What questions do you have about these axes which help us understand a child's needs?</li> <li>How do you help families understand that their children's behaviors have meaning? How do you do within a cultural context?</li> </ol>



Readings January 20, 2018	Optional Readings & Further Exploration	Reflective Question(s)
Questions link (marked Click here in the middle of the description). Under the Podcast List, find Podcast Group I, find 5. "I like Me!:" Developing Self-Esteem in the Early Years, Featuring Jeree Pawl, PhD. Listen to Podcast.		

**Session Five:**

**March 24, 2018**

**Tuning My Attunement: Listening and Learning to Choose the Most Effective Interventions with Families**

**Alignment with California Competencies**

Domain 1

Knowledge Area G: Observation, Screening, and Assessment. 1.5 hours

Knowledge Area F: Diagnosis and Intervention. 3.5 hours

Participants will examine how "reflection in the moment" can help guide the interventions they use with young children and their families.

**Objectives:**

1. To consider the ideas of pacing, attunement, finding common group, and collaboration central to intervention and support in a variety of settings and professions. .
2. To identify reasons for premature action and practice ways to manage "presses" to help a family or child without enough observation or exploration in a variety of home, clinic and field settings.

Readings March 24, 2018	Optional Readings & Further Exploration	Reflective Question(s)
<b>Written Materials:</b> <ul style="list-style-type: none"> <li>• (Heffron and Milburn) <u>Finding the Words, Finding the Ways.</u> Evolving Perspectives in Infant-Family Mental Health and Reflective Supervision. Section IV: Infant-Family Strategies and Techniques.</li> <li>• Weblink to Article:</li> </ul>	<b>Books:</b> <ul style="list-style-type: none"> <li>• The Emotional Life of the Toddler, 2<sup>nd</sup> edition, Alicia Lieberman <b>Chapter 9</b></li> </ul>	<b>Reflective Question(s):</b> <ol style="list-style-type: none"> <li>1. How well am I able to tune into myself, my feelings, and reactions when I am working hard to listen and attend to a caregiver or child that is experiencing distress?</li> <li>2. How do we figure out "in the moment" what are the best</li> </ol>

Readings March 24, 2018	Optional Readings & Further Exploration	Reflective Question(s)
<p>Maude, Susan P. and Dempsey, Jacqueline L. <u>Improving Relationships Between Families and Practitioners During the Early Years</u>. Institute on Community Integration, Summer/Fall 2009. (Read pages 4 &amp; 5).</p> <p>Go to:  <a href="http://ici.umn.edu/products/impact/221/221.pdf">http://ici.umn.edu/products/impact/221/221.pdf</a></p> <ul style="list-style-type: none"> <li>The Art of Effective Questioning  <a href="http://www.coachingforchange.com/pub10.html">http://www.coachingforchange.com/pub10.html</a></li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>Siegel, Dan. Mindfulness and Neural Integration: Exploring Relationships and Reflection in the Cultivation of Well-Being.  <a href="http://www.youtube.com/watch?v=LiyaSr5aeho">http://www.youtube.com/watch?v=LiyaSr5aeho</a></li> </ul>		<p>interventions to use when working with a family?</p> <p>3. What are your “go to questions” that help families consider and reflect?</p> <p>4. Why can it be hard for families to “take in” new information? What can make it easier?</p>

**Session Six:**

**April 21, 2018**

**Theory to Practice: Building Capacity and Integration of Learning**

**Alignment with California Competencies**

Domain 1

Knowledge Area D: Risk and Resilience. 3.5 hours

Knowledge Area F: Diagnosis and Intervention. 1.5 hours

Participants will integrate the content from this year into their practice and reflect on how each topic influenced their work with families and young children.

**Objectives:**

1. To review content of sessions, deepen reflection about material, and discuss integration into practice in medicine, nursing, education, social service and other professional settings.

Readings April 21, 2018	Optional Readings & Further Exploration	Reflective Question(s)
<p><b>Written Materials:</b></p> <ul style="list-style-type: none"> <li>• Young Children Develop in an Environment of Relationships. Center on the Developing Child. <a href="https://developingchild.harvard.edu/resources/wp1/">https://developingchild.harvard.edu/resources/wp1/</a></li> <li>• <u>The Interpersonal Center of the Work that We Do.</u> Jeree H. Pawl. Zero to Three. 20:4, 2000</li> <li>• Review at least three (3) articles or websites from previously assigned units to help you review and integrate your learning.</li> </ul>	<p><b>Books:</b></p> <ul style="list-style-type: none"> <li>• The Emotional Life of the Toddler, 2<sup>nd</sup> edition, Alicia Lieberman <b>Chapter 10 &amp; Conclusion</b></li> </ul>	<p><b>Reflective Question(s):</b></p> <ol style="list-style-type: none"> <li>1. In reviewing all we have learned together, what topics were most impactful to you and why? Provide an example where you tried an intervention slightly out of your comfort zone.</li> <li>2. What topics do you wish you could have explored more deeply?</li> <li>3. How are you incorporating what you learned into your work with families and young children?</li> <li>4. Why is the notion of integration important? What can we learn from a family when we allow them to integrate and reflect on their experience? What are the places and times in our work that we can do this? How does this relate to what we are learning about the brain and the process of change?</li> </ol>