



<b>Course title:</b>	Theory and Practice of Infant Mental Health	
<b>Course #/term:</b>	SW 724, Spring-Summer 2022	
<b>Time and place:</b>	Wednesdays, June 15, 22, 29, July 6 & 13; 6 to 9:00 pm. Room B-789	
<b>Credit hours:</b>	1	
<b>Prerequisites:</b>	SW 506	
<b>Instructor:</b>	Julie Ribaudo	
<b>Pronouns:</b>	She/her/hers	
<b>Contact info:</b>	<b>Email:</b> jribaudo@umich.edu	<b>Phone:</b> 734.936.4949
	You may expect a response within 24 to 48 hours	
<b>Office:</b>	2710	
<b>Office hours:</b>	Email me to find a mutually agreeable time	

## 1. Course Statement

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This is an *introductory* course on the relationship between theory and practice in infant mental health. It is intended for graduate students in Social Work, Education, Nursing and Psychology. Its purpose is to furnish a conceptual framework, based upon attachment theory, for understanding how the emotional qualities of the infant-parent dyad influence the infant's development, the parent's capacity to give care, and finally the professional's state of mind regarding the family. Emphasis is given to how the experiences of early childhood persist over time, and how they are summoned up again by the presence of a baby. This understanding becomes in turn the basis for learning how to plan a treatment approach that takes into account cultural context and the family's capacities for change.

### a. Course description

This course uses lecture, case examples, video review, and small and large group discussions.

### b. Course objectives and competencies

The students should learn:

1. Theories of the relationship between early parent-infant interaction and subsequent development.
2. Consequences of failures or disruptions of the attachment process for both parent and child.
3. Strategies for effective intervention to strengthen early attachment.
4. Considerations in culturally-relevant practice, including attention to equity and anti-racist practice
5. Transference and countertransference issues pertinent to infant mental health work.

**c. Diversity, Equity, and Inclusion**

Attending to equity, inclusion, race, power, privilege, and oppression is crucial to understanding how societal inequities impact infants and young children. We will attempt to understand our own lenses, and how they shape what we see and don't see, ask and don't ask, consider and don't consider. I do my best to carefully curate readings to help us see and hear a variety of voices. It is my hope to co-create, with you, an atmosphere of curiosity, humility, and openness when we hold small and large group discussions of the readings and asynchronous and synchronous material. Additionally, if you find materials that you think would be helpful for the class, please send them to me so I can post them! Finally, I welcome the opportunity to grow and learn. If I fail to address a topic, or say something insensitive, please let me know. We are all learning and growing together.

**2. Class Requirements**

**a. Text and class materials**

**All required reading/viewing is found in Modules** - there is one module per week of class. Please have material for the corresponding week read before coming to class so we can have meaningful small and large group discussion about the assigned material. Each module also has suggested/optional additional resources.

**b. Class schedule**

Date/Time	Agenda	Required Readings & Assignments
Week 1	What IS Infant Mental Health?	<b>READ:</b>  Weatherston & Ribaudó, 2020. The Michigan infant mental health home visiting model.

Date/Time	Agenda	Required Readings & Assignments
		<p>Parker, 2021. Reframing the narrative: Black maternal mental health and culturally meaningful support for wellness.</p> <p><b>WATCH</b> (total of 32 min.):</p> <p><a href="#">Infant Mental Health - The Gift of Love, Part 1.</a></p> <p><a href="#">Infant Mental Health - The Gift of Love, Part 2.</a></p>
Week 2	Attachment and Internal Working Models	<p><b>READ:</b></p> <p>Sroufe, 2017. Attachment theory: A humanistic approach to research and practice across cultures.</p> <p>Lewis, 1999. Hair combing interactions: A New Paradigm for Research with African-American Mothers.</p> <p><b>WATCH:</b></p> <p><a href="#">Overview of the Strange Situation Procedure.</a></p> <p><a href="#">Mocha Baby Gets Her Hair Washed</a> (watch for and be ready to discuss behaviors that are addressed in the Lewis article).</p> <p>Mini-Lecture (15 minutes)</p>

Date/Time	Agenda	Required Readings & Assignments
		of the Adult Attachment Interview (see modules).
Week 3	Infant-Parent Psychotherapy (IPP)	<p><b>READ:</b></p> <p>Fraiberg, Adelson, &amp; Shapiro, 1979. Ghosts in the nursery. (Read pp. 387 through 402).</p> <p>Lieberman, et al., 2005. Angels in the nursery: The intergenerational transmission of benevolent parental influences.</p> <p><b>WATCH:</b></p> <p><a href="#">Dunstan on the Oprah Show - Distinguishing the Meaning of Newborn Baby Cries.</a></p> <p><a href="#">Vienna Teng - Lullaby for a Stormy Night (listen for the intergenerational transmission of angels).</a></p> <p>Lillas - Three Primary Stress Responses in infants and toddlers (see modules).</p>
Week 4	IPP and Intervention Continued	<p><b>READ:</b></p> <p>Trout, 2021. Four decades in Infant Mental Health: This hallowed ground. Chapter XI: The startling power of an early narrative.</p>

Date/Time	Agenda	Required Readings & Assignments
		<p>Weatherston, 1995. She does love me, doesn't she?</p> <p><b>WATCH:</b></p> <p><a href="#">Dr. Barbara Stroud, 2020. Using Reflective Practice to Examine Microaggressions.</a></p> <p>See modules for another optional video on improving Black maternal health outcomes.</p>
Week 5	Intervention (Watch, Wait, & Wonder Model); Parallel Process; Reflective Supervision	<p><b>READ:</b></p> <p>Seligman, 1993. Why how you feel matters: Countertransference reactions in intervention relationships.</p> <p>Klawetter &amp; Frankel, 2018. Infant mental health: A lens for maternal and child mental health disparities.</p> <p>Slade, 2014. Imagining fear: Attachment, threat, and psychic experience. (Optional but strongly recommended).</p> <p><b>WATCH:</b></p> <p><a href="#">Parents talking about Watch, Wait, and Wonder.</a></p> <p>Mini-Lecture on culturally</p>

Date/Time	Agenda	Required Readings & Assignments
		relevant practice. See modules

c. Assignments

Please create a "Mind Map" of the core concepts you derived from the course. A mind map is a way to capture your thoughts about core concepts related to IMH. Please don't just regurgitate slides - really think about what you want to retain about specific knowledge and skills related to IMH. For each core concept, make sure you include a **specific behavior application regarding your social work practice. Here are some examples of what constitutes specificity:**

- Return calls promptly to convey that the parent is important to me;
- Watch for and highlight positive, responsive interactions between parent and infant,
- Specifically observe ... (fill in) by watching for (fill in)
- Address and minimize power dynamics by...

**You must be specific** (ex. of non-specific - "look at attachment"; ex. of specific - "observe what happens in the dyad when the infant is distressed, looking for markers of safe base behavior such as...)

- **and** demonstrate that you are incorporating concepts from the lecture
- **and** readings/asynchronous material.

**I will ask you to re-do your mind map if it does not include specific application of IMH concepts, explicit use of some of the reading material, and/or only includes non-specific behavioral application. Being asked to add additional material will automatically reduce your grade by at least half a grade.**

Here is a [Link \(Links to an external site.\)](#) to examples of mind maps. Don't worry if you are not creative...it can be very simple or as creative as you might enjoy.

Upload your mind map as a jpg, ppt, word doc, or a recording with you talking through some of the elements.

**PLEASE look over mind maps online and ask any questions before week 4 of the course.**

**Grading:**

**Excellent (A+ to A-)** papers will demonstrate exceptional breadth and depth in developing their thoughts about IMH core concepts and associated behaviors. They will

demonstrate that the student understands the concepts central to IMH vs. generalist social work practice. Associated behaviors are expressed in behavioral terms and demonstrate that the student is aware of the actions and ways of thinking and observing that are core to IMH values. A-level papers will also show evidence that the student read and meaningfully thought about, and is able to apply, course material. Clear attention to developing an anti-racist/anti-oppressive as a future IMH practitioner is evident.

**Proficient (B+ to B-)** papers will demonstrate acceptable breadth and depth in developing their thoughts about IMH core concepts and associated behaviors. They capture at least 3 core concepts central to IMH. Associated behaviors show an acceptable level of proficiency in applying concepts to inform their practice and there is some evidence of having read or watched course material.

**Minimal Proficiency (C+ to C-)** papers can lack demonstration of anything beyond simplistic regurgitation of course materials, fail to integrate readings in a meaningful way, or lack behavioral specificity. **If your paper lacks behavioral specificity, I will return it to you but that does not guarantee receiving any grade above proficient.**

Please see [Grades in Academic Courses and in Field Instruction](#) for an overview of university standards in grading.

Assignment	Due date	Percent of overall grade
Mind Map	July 17 at 11:59 pm.	80%
Attendance and Participation	No submission required	20%

d. Attendance and class participation

I will consider both your attendance and your participation. Participation includes a balance of speaking, **careful attention to others (i.e., limiting distractions)**, and listening for themes/reflecting back what you have heard others say to deepen dialogue. There is no pressure to speak to get "points" (speaking a lot doesn't always constitute strong participation) but we can all learn from each other. I will expect to see and hear all students discussing the readings during small group discussion.

I will deduct points when it is clear to me that the student is using technology or their phone in ways unrelated to the course. I may or may not say something to you, but I notice. If it is unclear to me, I will ask you individually. If you have an emergency or are on-call, or a caregiver and need to check your phone, let me know. I am a stickler for this as a way to help you build the skill of paying careful attention. The interactions that provide meaningful information regarding the nature of a relationship between a parent

and infant are often fleeting and require the capacity for self-regulation and control of attention. This is my attempt to help you develop or expand that skill.

Doodling, knitting, and using fidgets is absolutely fine with me, but please make sure to watch any video closely, as well as show respect to your colleagues by affording them your attention during discussion. And if you need to stand, stretch, etc., separate of the break, feel free to do so!

Since this is a short course, you are expected to attend every class session. Any absence will require a make-up assignment. More than one absence will typically result in automatic failure, though depending on the circumstances, I reserve the right to assign an alternative assignment.

#### e. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class (until that requirement is lifted) and compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity and those seeking an exemption related to the vaccination requirement should submit an exemption request through Wolverine Access. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

#### f. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*