



<b>Course title:</b>	Theory and Practice of Infant Mental Health	
<b>Course #/term:</b>	SW 724, Winter, 2023	
<b>Time and place:</b>	Saturdays, January 21 and January 28, 2023 9 to 10 am Asynchronous; 10 to 5, in-person. B-760	
<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 that are 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 social 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, and 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
January 21, 2023 Asynchronous material 9 am to 10 am. In Class 10 – Noon Lunch 12 – 1 Class 1 to 5	What IS Infant Mental Health?  Attachment Theory	<b>READ:</b>  Weatherston & Ribaud, 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>Klawetter &amp; Frankel, 2018. Infant mental health: A lens for maternal and child mental health disparities.</p> <p>Sroufe, 2017. Attachment theory: A humanistic approach to research and practice across cultures.</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> (total of 45 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> <p><a href="#">Distinguishing the Meaning of Newborn Cries (9 minutes)</a></p>

Date/Time	Agenda	Required Readings & Assignments
		<p><a href="#">Three primary stress responses.mpg_SD.mov (1 minute)</a></p> <p><a href="#">Overview of the Strange Situation Procedure (3 minutes)</a></p> <p><b>DO:</b></p> <p>Behavioral Application of Week One Material</p>
January 28, 2023	<p>Intervention: Infant-Parent Psychotherapy (IPP); Watch, Wait, &amp; Wonder</p> <p>Parallel Process and Reflective Practice</p>	<p><b>READ:</b></p> <p>Weatherston, 1995. She does love me, doesn't she?</p> <p>Lewis, 1999. Hair combing interactions: A New Paradigm for Research with African-American Mothers.</p> <p><a href="#">Lewis 2017 - Hair Combing Interactions (brief article)</a></p> <p><a href="#">Slade - 2014 - Imagining fear: Attachment, threat, and psychic experience.pdf (If you have time...if not, put on your 'must read' list for the future).</a></p> <p><b>WATCH:</b></p> <p><a href="#">Mocha Baby Gets Her Hair Washed</a> (watch for and be ready to discuss behaviors)</p>

Date/Time	Agenda	Required Readings & Assignments
		<p>that are addressed in the Lewis article).</p> <p><a href="#"><u>Using Reflective Practice to Examine Microaggressions in Early Childhood Mental Health (11 minutes)</u></a></p> <p><a href="#"><u>Parents talking about the Watch, Wait &amp; Wonder method (22 minutes)</u></a></p> <p><a href="#"><u>Conversation between Dr. Barbara Stroud and Dr. Chandra Ghosh Ippen - Conversation on Trauma, Covid and Inequities (41 minutes)</u></a></p> <p><b>DO:</b></p> <p>Mindmap – Due 2/5/23 @ 11:59 pm</p>

c. Assignments

**Week One: Discussion Post**

Purpose:

- Assists in preparation for your final assignment
- Engages you in critical thinking about how concepts influence practice behavior
- Allows you to read and learn from peers in ways that they are applying material

Using a compilation of the reading/video material, note two concepts that you wish to retain and two behavioral applications per concept. Behavioral applications may not be

readily apparent in the materials...you may have to ponder with how the concepts might influence your behavior.

For example, one might note the tendency of mental health professionals to overlook the use of natural supports in the Black community. A behavioral application would be to ask a mother or father, "Who do you turn to for advice or support?" or "Who helps you when you feel stressed or down?" Another behavioral application would be to actively call in a colleague when comments focus on individual blame vs. noting societal barriers to accessing more formalized services or that negate the forms of support a family has.

In addition to your post, you must post on at least one peer's post by 1/29 at 11:59.

### **Final Assignment – Mind Map**

Purpose: A mind map is a way to capture your thoughts about core concepts related to IMH. It is meant to help you retain what you have learned and translate theory to practice behaviors.

Please create a "Mind Map" of the core concepts you derived from the course.

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, ensure 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 redo 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. If I ask you to redo your mind map, there is an automatic 1/2 grade reduction.**

Here is a [LINK](#) 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.

### Grading:

**Excellent (A+ to A-)** mind maps 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-)** mind maps 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-)** mind maps 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** look over mind maps and mind map programs online and ask any questions before week 2 of the course. You can also hand draw a map.

Here are a couple of examples to show the variety of approaches and some specificity:

[IMH Mind Map Example 1.jpg](#)

[Mind Map Example.pdf](#) [Download Mind Map Example.pdf](#) (from another course)

### TIMELINESS:

I give a 3-day grace period for assignments, with no explanation necessary. If you submit it later than 3 days, I will deduct 5%. I will not accept any papers more than one week late unless you have made prior arrangements with me.

#### Grading Scheme

#### Grade Range

- A+ 100
- A <100% to 95%
- A- <95.0 % to 90.0%

- B+** <90.0 % to 87.0%
- B** <87.0 % to 85.0%
- B-** <85.0 % to 80.0%
- C+** <80.0 % to 77.0%
- C** <77.0 % to 75.0%
- C-** <75.0 % to 70.0%
- D+** <70.0 % to 67.0%
- D** <67.0 % to 65.0%
- D-** <65.0 % to 61.0%
- F** <61.0 % to 0.0%

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

<b>Assignment</b>	<b>Due date</b>	<b>Percent of overall grade</b>
Discussion Post and reply to peer	Post due 1/22 @ 11:59 pm Reply due 1/29 @ 11:59 pm	10%
Mind Map	2/5 at 11:59 pm.	70%
Attendance and Participation	No submission required	20%

**d. Attendance and class participation**

I will consider both your attendance and your participation. You must attend both classes, with no to minimal lateness, to pass the course. If you must miss due to illness, you must let me know ASAP and we will decide the best course of action for you.

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 discussions.

**I will deduct participation points when it is clear to me that a 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 are 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 are 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 any discussion. And if you need to stand, stretch, etc., separate from the break, feel free to do so!

Points will be assigned by the instructor - no need to upload anything.

#### 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 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.

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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*