

## Infant Mental Health Dual-Title Course Learning Goals, Key Expectations, and Readings

### Infant Mental Health Seminar: SW 8883/SW 8884

#### Course Learning Objectives

1. To support the dual-title student's understanding and integration of knowledge and skills developed through courses and field placement experiences focused on infant mental health.
  - Although the seminar is not reflective supervision as it is provided through the program setting, the seminar is built upon reflective principles. The integration of knowledge and support of understanding is facilitated through an active discussion and listening environment. The students use the seminar time to reflect upon their observation family, think about content from courses, wonder about developmental milestones, and process the emotional response that is activated through the presence of a baby.
  - Key Expectations:
    - Come prepared, having thought about their experiences with their observation family and clinical field placement
    - Participate in discussion
    - Support their colleagues
    - Be open to their emotional response
  
2. To gain experience in infant observation
  - Key Readings:
    - 1) Wightman, B. & Weatherston, D. (2004). The awakening of relationships as a baby joins a family: Observations and reflections. *Journal of Zero to Three*, 24(3), 30-37.
  
    - 2) Burgess, G. A. (2005). Intimate uncertainty: Reflections on infant observation in Psychoanalytic training. *Canadian Journal of Psychoanalysis*, 13(2), 273-281.
  - Key Assignment:
    - Observation experience with "typically developing family"
    - Two visits per month
    - Use of videotape and presentations to group
  
3. To begin to explore their personal response to being with vulnerable infants and their families.
  - Key Readings:
    - 1) Bertacchi, J. & Coplon, J. (1992). The professional use of self in prevention. In Fenichel, E. (Ed.). *Learning through supervision and mentorship to support the development of infants, toddlers and their families: A source book*, 84-90. Washington, DC: ZERO TO THREE.
  
    - 2) Schafer, W. (1992). The professionalization of early motherhood. In Fenichel, E. (Ed.). *Learning through supervision and mentorship to support the development of infants, toddlers and their families: A source book*, 67-75. Washington, DC: ZERO TO THREE

3) Seligman, S. (1993). Why how you feel matters: Countertransference reactions in intervention relationships. *WAIMH News*, 1(2), 1-6.

- Key expectations:
  - Participation in the group process
  - Presentation of observation family video to the group
  - Engage in sensitive and respectful discourse about each other's clinical and observation experiences

### **Ideas to Help Interns see the Clinical Relevance of Course Material**

1. The dual-title students are recording interactions with their observation families twice per month. If possible, ask to see these videos. Reflect with the student on what they think about and feel when they are with their observation families. As the students begin to see clinical families, they will often think of these higher-risk families when they are observing these families who have no identified risk.
2. Students will be thinking about their own experiences as a child when they are meeting clinical families, as well as when with their observation families. Due to time limitations, as well as the limitations of the classroom setting, they may not always be able to fully express these thoughts and feelings. As you hear about their observation families and their clinical experiences, they may feel more comfortable sharing these personal childhood experiences with you. This may be the first time they are reflecting upon these experiences in this type of setting.